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ABSTRACT

The seven interpersonal relations units in the consumer education guide are: Expressing Satisfaction or Dissatisfaction with Consumer Goods and Services, What to Do in Case of a Financial Crisis, Bridging the Generation Gap, Rebellion, Emotions, Discovering Myself, and Dual Role (homemaker/wage earner). Grade levels of the units, are beginner-intermediate, intermediate, and advanced level. Unit materials provide objectives, learning activities, evaluation ideas, work experiences/Future Homemakers of America (FHA), and instructional aids. Learning experiences are divided further into three stages: sensitization (gaining attention and interests of students), integration (teaching), and extension and reinforcement (reinforcing learning and stimulating application of learning). (EA)

ED 091 514

INSTRUCTIONAL MATERIALS

IN

CONSUMER EDUCATION
INTERPERSONAL RELATIONS

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EDUCATION & WELFARE
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July, 1973

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FOREWORD

Encouraging secondary vocational education teachers to evaluate existing instructional materials and develop new ones when necessary are two of the continuous objectives of the North Dakota State Board for Vocational Education. Consumer and Homemaking teachers need new approaches to curriculum when working with all students, and especially with the disadvantaged. Teacher involvement in curriculum development is one of the essential elements of providing worthwhile instructional materials.

Approval of this home economics curriculum project was given in order to help more students in depressed areas be better prepared for the dual role of homemaker and wage earner. Students learn best when teachers use instructional materials adapted to student needs. For this reason, the project director and teachers in 11 schools in depressed areas decided on developing curriculum units in the areas of interpersonal relationships and in consumer education.

The State Board for Vocational Education feels that the seven instructional units developed will help home economics students be better prepared for adapting to their present and future role of homemaker and wage earner.

The cooperative efforts of the home economics teachers in Ashley, Center, Dunseith, Gackle, Maddock, Mandaree, Marmot, McClusky, Napoleon, Rolla, Solen, and Wishek high schools, with Mrs. Karen Lundstrom, project director, have provided new materials for use of North Dakota home economics teachers. Dr. Josephine Ruud, North Dakota State University, has provided valuable assistance as a consultant and evaluator. The State Board for Vocational Education is indebted to Majore Lovering and Karen Botine, State Supervisors of Home Economics Education, for their leadership for this project.

It is the sincere wish of the State Board to encourage all teachers to incorporate these instructional units as activities to facilitate learning.

Carrol E. Burchinal
State Director of Vocational Education

INTRODUCTION

Curriculum materials in this guide consist of seven individual units. These complete units include many of the instructional materials needed and may be used as is, or they may be adapted in various ways to suit the needs of individual teachers and students. Some ways to adapt the units are: Teachers and students may select only some of the objectives from a unit and do only those activities which help students attain the chosen objectives. Learning activities from a unit can supplement other activities planned by the teacher and students. Learning activities may be adapted from a group to an individual activity or quest ideas may become a class activity.

Learning Experiences are divided into three stages. The use of this format was suggested by Larry Cuban in his book To Make A Difference (New York: The Free Press. 1970) and Staten W. Webster, author of an article in the book he edited, Educating the Disadvantaged Learner (San Francisco: Chandler Publishing Co. 1966).

The purpose of Stage I, Sensitization, is to gain the attention and intersts of students by drawing on their prior experiences. While the students may not be aware of it initially, they will be actually identifying key concepts or ideas which will later be applied in the study of the related subject matter. In this stage the teacher "turns the kids on" to the subject matter.

Stage II, Integration, could be considered the teaching you would ordinarily do. This is where the subject matter, skills, etc..are taught, integrating the key factors identified in Stage I with those inherent in the subject matter.

The purpose of Stage III, Extension and Reinforcement, is to reinforce that which has been learned as well as to stimulate the students to apply the information in other situations. This stage includes repetition in a variety of contexts which helps students master the concepts being taught and also includes helping the student see how what he is learning can be applied in different situations. Some learning activities in Stage III are part of the unit being taught and some are ways to relate concepts taught in this unit to similar concepts in other units and so would be taught as part of other units.

To help the teacher in using the materials, the units have been color coded. Introductory material, objectives and generalizations are printed on yellow paper, learning activities are printed on pink paper, evaluation ideas and ideas for quest, FHA, and work experiences as well as any additional resources or references are printed on green paper. Instructional materials, which are appendixed for each unit, are printed on white paper. Whenever a learning activity calls for instructional material included in the appendix, it is noted by the unit number in Roman numeral and appendix page in small letter as: App. I-c or App. III-d.

Any materials may be removed from the curriculum guide and duplicated as needed.

A special thanks is extended to the several teachers who have reviewed and tested the materials and made helpful comments which aided in revising the materials before printing. Thanks also to Dr. Josephine Ruud, Home Economics Education Department Chairman at North Dakota State University, for reviewing and commenting on the materials, to Patty Stadheim, home economics education senior at North Dakota State University, who contributed to some units, and to Ron Faleide, North Dakota State University art student, for the cover picture of each unit.

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CONSUMER SATISFACTION & DISSATISFACTION

UNIT: Expressing Satisfaction or Dissatisfaction with Consumer Goods and Services

GRADE LEVEL: Advanced

OBJECTIVES:

Affective objectives:

As a result of this unit the student should:

1. be alert for instances where satisfaction or dissatisfaction with goods or services could be expressed.
2. receive satisfaction from being able to exert some measure of control over his environment.
3. take it upon himself to express satisfaction or dissatisfaction with goods or services.

Cognitive objectives:

As a result of this unit the student should be able to:

1. determine the reasonable conditions under which goods may be returned to the seller and an acceptable manner of doing so.
2. identify what course of action to take in expressing satisfaction or dissatisfaction with goods or services when contacting the seller does not bring satisfactory results.

GENERALIZATIONS:

1. If the consumer wishes to be satisfied with the quality of goods and services, then he must accept the right and the responsibility of expressing satisfaction or dissatisfaction in an acceptable manner.
2. Since the consumer does not wish to receive merchandise which does not meet performance expectations, one performs a service to the store and other consumers by returning deficient products.
3. Customers who return items which they damaged themselves through improper use or care are unfair and create problems for legitimate complaints.

LEARNING EXPERIENCES

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Stage I: (Gaining the attention and interests of students.)

Directions: Do activity A and/or B.

A. Students present playlet "Round and Round" followed by discussion to encourage students to begin thinking of when and how satisfaction or dissatisfaction with goods and services could be expressed. (App. I-a)

Note: A group of students could tape-record this playlet prior to class and the class listen to the tape recording rather than observe the playlet.

B. Students complete the value sheet[1] Complaints (App. I-b), answering questions #1, #2, #3 and #5 and discussing their answers to these questions.

Stage II: (Teaching the subject-matter.)

Directions: Complete all activities.

A. Students plan and present role plays (App. I-c), illustrating various ways of contacting the seller of faulty merchandise. Class acts as the sellers and decides to which presentation they would react most favorably. Through discussion following role plays, suggest the idea of expressing satisfaction.

Note: Students could plan their own role play situations.

B. Students are to think of something they have purchased with which they are not satisfied and would like to register their dissatisfaction. If they have no such experiences, they are to talk to parents, friends, teachers etc. and see if they have had such experiences. Examples are: a can of kidney beans with one bean in it, bits of paper in a can of food, or an appliance that never works right after repeated attempts to fix it. Students may, in addition, think of a purchase with which they are particularly pleased or some idea they want manufacturers to continue, for example record jackets that have the words of the songs printed on them.

Each student selects one purchase and writes a letter of complaint or satisfaction to the manufacturer. References for students are:

Reading, "How Do You Make a Complaint?" (App. I-d)
Steps to Take in Registering Complaints, (App. I-e)
Basic Form for a Letter of Complaint, (App. I-f)

Class members act as the manufacturer and react to each other's letters to determine whether or not they would be receptive to the approach used.

If possible, these letters should express satisfaction or dissatisfaction with real merchandise and actually be mailed. This has been done by students and it is surprising what kind of replies are received.

C. Assuming satisfaction has not been achieved by writing the manufacturer, students are to determine to which Federal or Consumer Agency they would then direct their particular complaint using the chart, How to Get Action On Your Complaints. (App. I-g)

Stage III: (To reinforce that which has been learned as well as to stimulate students to apply the information in other situations.)

Directions: Do any of the following activities.

A. Students report on replies they received and/or further letters they wrote as such replies were received with brief discussion of such reports.

B. Students complete value sheet, Complaints (App. I-b), answering all questions if this was not done in Stage I or if done in Stage I, revising answers to questions #1, #2, #3 and #5 if desired and answering questions #4 and #6 and discussing the answers to the questions.

C. Present this situation to students as if it were a real situation:
Last night someone was telling you about this situation involving receiving faulty merchandise. (Make up and describe a situation which could actually have happened that would present a challenge to the students to solve.) Ask students to help decide what could be done in this case.

D. Any time during the year a situation involving faulty merchandise or services occurs, ask students what should be done about it. An example might be a can of kidney beans with one bean in it opened during a foods lab.

---

[1] technique described in Raths, Harmin, and Simon. VALUES AND TEACHING. Columbus, Ohio. Charles E. Merrill Pub. Co. 1966.

EVALUATION IDEAS

Affective Objectives:

These objectives are not readily measureable but hopefully you will see some signs that they have been attained, especially when students receive replies to their actions.

Cognitive Objectives:

Objective #1. Possible paper and pencil test question.

Directions: Read the following situation and answer the two questions which follow.

Lisa Brown bought her two-year-old brother a jumpsuit. She is dissatisfied with it because it faded so much that a loss of color could be detected by the third washing.

1. Place a check in the blanks before those conditions under which Lisa would be justified in returning the jumpsuit.

   _____Laundered in hot water when the label said to launder in warm water.

   __X__The jumpsuit was a well-known brand of children's clothing.

   __X__The garment was not a sale garment.
   etc.

2. Place a check in the blanks before those behaviors which would be acceptable ways for Lisa to return the jumpsuit.

   _____The jumpsuit was returned on a Saturday afternoon when there were many shoppers in the store.

   __X__Lisa brought the sales slip with her.
   etc.

(Other conditions and behaviors as determined in discussion of role plays would be included.)

Objective #2. Given case studies of persons who have not received satisfaction in trying to return faulty merchandise to the seller, students will be able to orally or in writing state the course of action these persons should take, i.e., write to the manufacturer and then to which government or consumer agency they would direct their complaint.

Objectives #1 and #2. Learning Activity C, Stage III, p. 4.

IDEAS FOR:

QUEST: For students interested in further study of expressing dissatisfaction with consumer goods or services.

Student will investigate the Small Claims Court System by answering questions such as:

1. What is a Small Claims Court?
2. What kinds of consumer complaints does this court handle?
3. What is the procedure for suing in this court?
4. How is the judgment collected?
5. Where is the nearest Small Claims Court?

References:

1. Consumer Fraud Division
   Attorney General's Office
   State Capitol Building
   Bismarck, ND 58501

2. "How to Sue in Small Claims Court" (App. I-h)

3. "Information Regarding Small Claims Court" (App. I-i)

4. "Buyer vs. Seller in Small Claims Court," Consumer Reports, October, 1971. pp. 624-31.

5. How to Sue in Small Claims Court in New York City, 1970, 27p. Free. Department of Consumer Affairs, 80 Lafayette St., New York, NY 10013

6. "The Small Claims Court," Dianne Hamilton, Illinois Teacher, Vol. XVI, Nov.-Dec. 1972.

7. Porter, Sylvia. Series of four articles on the Small Claims Court System. Fargo Forum, April 2-5, 1973.

WORK EXPERIENCES:

A. Return an item of faulty merchandise to the seller.

B. Find in magazines, advertisements of companies which tell about their customer service departments, i.e., Ford's "Our Goal: No Unhappy Owners," Whirlpool's "Call Collect for Complaints," etc. for use on a bulletin board or in a display.

F.H.A.:

A. Set up a display showing others in the community and/or school how to express satisfaction or dissatisfaction with goods or services or the results of expressing yourself.

B. Prepare a "Complaint Kit" or "Expressing Yourself Kit" that would explain to others the procedure used in expressing satisfaction or dissatisfaction with goods or services and would help them to do so.

ADDITIONAL REFERENCES

Campbell, Sally. "How to Get Action On Your Complaints," Better Homes and Gardens, January, 1972. p. 34+.

Fight Back! Don't Let the Gyp Artists Get Away With It! 4 p. leaflet 10¢ (Federal Trade Commission Reports, Cat. No. FT1.2:F44) Supt. of Documents, GPO, Washington, D.C. 20402 (or order from your congressman or senator.)

Greer, Rebecca E. "It Pays to Complain," Woman's Day. November, 1970.

"How the Consumer Can Report to FDA," publication #7700-021, 1-2 copies free. Consumer Product Information, Washington, D.C. 20407.
How to report suspected safety hazards, mislabeling or false advertising of foods, drugs and cosmetics to the federal government.

Information Directory. 1[illegible]70. 26p. 25¢. World Council of Credit Unions, P.O. Box 431, Madison, Wis. 53701.
A "complaint" directory which tells you how to file a complaint and where. Lists addresses of federal and state agencies, state consumer organizations, and names and addresses of major consumer products manufacturers in the United States and Canada.

"Louder! The Need to Complain More," Time. July 3, 1972. pp. 32-33.
Humorous incidents of people going to extremes to register complaints.

Nader, Ralph. "Ralph Nader Reports," Ladies Home Journal. December, 1972. pp. 44-45.
How--and to whom--to make complaints.

The Concern for Quality. leaflet available free from National Association of Manufacturers, 277 Park Ave., New York, NY 10017.

"Where Consumers Can Get Help." Forecast. December, 1972. pp. F-16+.

Wolf, Isle. "Responsibilities Go with Consumer Rights." What's New in Home Economics. March, 1970. pp. 14-15.

Audiovisual:

The BBB Story. 1960. Council of Better Business Bureau's, Inc., 1101 17th St. N.W., Washington, D.C. 20036. Free, one week loan.
16 mm. Film, 27½ min. Color. Adult, high school.
What a Better Business Bureau is and how it aids consumers.

The Consumer Decides. 1968. Available on loan from your local J.C. Penny Co. store. Purchase price $4.25. J.C. Penny Co., Inc., 1301 Ave. of the Americas, New York, NY. 10019.
35 mm. filmstrip and record. Color. Adult
Relates consumer rights and responsibilities to consumer satisfaction with purchases.

ROUND AND ROUND

Billye Griswold

Narrator: Mrs. Howard bought a dress. She took the dress home. She tried it on. She didn't like it and she didn't wear it. She is now trying to return it.

Mrs. Howard: "I want to return this dress." (Hands dress to clerk)

Clerk: "May I have your sales ticket?"

Mrs. Howard: (fumbling in purse) "HMMMMMMMM, I was sure I had it."

Clerk: "I'm sorry, I can't give you credit. You must have your sales slip. Go to the sales manager. His desk is over there." (She points to the right.)

Mrs. Howard: (gathers up dress and returns it to sack) "Thank you!" (walks over to sales manager's desk)

Sales Manager: (in a loud voice) "What do you want?"

Mrs. Howard: (a little scared) "The clerk sent me. She said I had to have my sales ticket. I wanted to return this dress. I can't find my sales ticket."

Sales Manager: (removes dress from sack, looks at it carefully) "You have to go to the general manager."

Mrs. Howard: "How do I get to his office?"

Sales Manager: "Up these stairs and to your left."

Narrator: The lady puts the dress carefully back in the sack. She scratches her head. She wonders how she ever got herself into this mess. She walks up the stairs.

General Manager: "Yes, what can I do for you?"

Mrs. Howard: (pulls dress from sack, holds it up) "I want to return this dress. I can't find my sales ticket."

General Manager: (takes dress, looks it over carefully) "Misplaced your sales ticket, huh?" (presses a button on his desk)

Mrs. Howard: "Yes, I did."

The security guard enters hurriedly: "We don't deal kindly with shoplifters, lady."

Mrs. Howard: "I don't understand."

Security Guard: (in a mocking tone) "I'm sure you wouldn't."

General Manager: "You don't have a sales ticket. We think you stole this dress."

Mrs. Howard: (scared and shocked) "I didn't steal this dress."

Security Guard: "Oh, really! You have no proof you bought it."

Narrator: Mrs. Howard gets more scared. She feels like crying. She wonders how she can explain. There is a long pause while the guard glares at her. Then suddenly...

Mrs. Howard: "I remember! The clerk's name was Harriett. I didn't find a dress like I wanted. Harriett said to put this one on. She said it looked nice on me. It wasn't what I wanted. She kept saying it was just right for me. (to manager) Those clerks sell you anything. They just want to make a sale. They insist you buy."

Security Guard: (steps back, acts shocked) "Well!"

General Manager: "I'm sorry you feel that way."

Mrs. Howard: (after a few moments) "Wouldn't Harriett's sales book show that I bought this dress?"

General Manager: (looks through notebook) "I'm sorry. Harriett is on vacation. You'll have to come back next week."

Narrator: "Keep your sales tickets. If you want to return something, you won't have to go round and round."

taken from: Illinois Teacher for Contemporary Roles, Vol. XV, No. 2, Nov-Dec., 1971, pp. 103-104.

POSSIBLE DISCUSSION QUESTIONS

1. Would you ever go through all the steps Mrs. Howard did to return something you did not want?
2. Have you ever returned merchandise? Tell what happened.
3. Have you ever been dissatisfied with merchandise or services? What did you do? What would you like to do?
4. What can be done about goods and services with which we are not satisfied?

COMPLAINTS

Directions: Read the paragraph below and answer the questions that follow.

The following incidents appeared in a newspaper article:

1. The store manager knew he didn't have the merchandise but the ad for the truck load sale went out anyway. When customers came to purchase the item they were informed the item was sold out.
2. A restaurant advertised a meal at a set price. When one couple went to pay their bill, the meal cost $3 more than the ad said it would.
3. A man took his antique car in to have the engine rebuilt. A year passed. While the car was in the lot, parts were stolen and fenders dented.
4. A man bought a house and three days later the plumbing went bad.
5. A man bought a foreign car and had to wait four months for delivery. During that time the dollar was devalued. The consumer felt the contract price was valid and the company is asking for a higher price.

(Fargo Forum, June 24, 1973, p. C-4)

1. Write your reaction to these incidents in a few words.

2. Does it produce a strong emotion in you? What emotion does it produce?

3. Do you think incidents like this are rare or do they happen often?

4. Choose one of the incidents and tell some things the people involved in this incident could do. What alternatives do they have?

5. Has an incident of this kind ever happened to you? What did you do about it?

6. What would you do if an incident like this happened to you in the future?

ROLE PLAY SITUATIONS

#1 Students may try different methods of varying the approach of Mrs. Howard in the playlet "Round and Round", i.e., being better prepared, being more forceful, getting mad at the clerk, telling the clerk what a crummy store he works for, etc.

#2 Return of some sport garment other than a bathing suit because of improper fit.

Directions to customer: A week after purchase of ________, customer and a friend return garment which does not fit properly and ask to try on a garment of correct size.

Directions to clerk: You are a clerk in a department store. You are asked to help customer find correct size of _______ at the end of a long day of work. The store will soon close for the day. Store policy allows exchanges on size or a credit slip but no refund because the purchase is a week old.

#3 Return of bathing suit by student because of improper fit, when store rules very explicitly state that there are "no returns" on bathing suits.

Directions to customer: Customer asks friend to accompany her to return bathing suit which she bought just last night. Store had signs posted that bathing suits could not be returned or exchanged but you are going to try anyway.

Directions to clerk: You are approached by a customer and asked to help her find a bathing suit which fits better than the one she purchased last night. Signs are posted around the store that bathing suits cannot be exchanged or returned.

#4 Return of jeans which shrank beyond reasonable amount--one leg obviously shorter than the other. The jeans were from the regular stock, were not on sale, and were made by a reputable manufacturer.

(Role plays #2, #3 and #4 adapted from Indiana Resource Guide for Consumer Education Foundations.)

DISCUSSION QUESTIONS TO FOLLOW ROLE PLAYS

1. How do you suppose the clerk felt? the customer? (after each role play)
2. In what ways were the customer's requests unreasonable? reasonable?
3. Under what circumstances does a customer have a responsibility to return merchandise?
4. Under what circumstances is a store within its rights to refuse to accept returned merchandise?
5. Which approaches by the buyer would be most likely to receive favorable response from the seller? Why?

HOW DO YOU MAKE A COMPLAINT?

We are told that teenagers have ten billion dollars in their collective pocketbook. That's a lot of money! That makes the teenager a consumer of no small importance. That also gives the teenager a responsibility that cannot be ignored. No one has the right to be careless with ten billion dollars.

It isn't easy to be a good consumer. Even consumers are not necessarily good ones simply because they are informed. Regardless of how much we know about making wise selections of goods, we sometimes fail because we simply will not follow through on those things we know are good consumer habits.

Most of the poor buys we make are because of careless buying habits. Few of them are due to ignorance as a consumer. To know how to be a good consumer is one thing--to be a good consumer is another.

We all know that buying only from a retailer who has a reputation for reliability is a good consumer habit, but do we always adhere to it? We know, too, that we should buy only those items that carry reliable, informative labelings backed by a dependable testing program, but how many of us ever read the labels and follow label directions, let alone limit our purchases to properly labeled items!

Yet suppose you have used the best of your judgment in buying something. Suppose the item has failed to give satisfaction. How do you go about the business of making a consumer complaint?

In the first place, be assured that you have a right to expect value returned for the money you spend--that a reliable retailer, a dependable manufacturer or producer has just as much interest as you have in your being a satisfied customer. He knows that satisfied customers remain good customers.

If you have bought from a dealer who does not enjoy a good reputation for the manner in which he does business, chances are you will have difficulty getting an adjustment on an item that has been unsatisfactory. But the American business community is full of fine dealers and manufacturers. It's up to you to support good business by giving it your business.

Be sure you do have a justified complaint. If you have failed to follow package or label directions in the use or care of an item, you really have no right to complain. If you have bought a so-called "big bargain" that has lost or had removed identification tags and labeling, you probably can do nothing about unsatisfactory performance.

If you insist on buying fragile items because you think they are prettier, you should not demand sturdy performance. For instance, many of us know that service-weight hose give longer wear, but many of us buy the sheer ones because we think they are more attractive. If we do this, we must accept the limitations of sheer hosiery.

Following through on consumer complaints is costly in time and energy for you and it is costly in time, energy and money for the retailers, the manufacturer and the producer. So be sure your complaint is a justified one.

Now having satisfied yourself that you are justified in your complaint, the next step is to put yourself in the right frame of mind. Expect fair and courteous treatment in return for your own show of courtesy. Just remember, the person who handles your complaint might very well be your next door neighbor or your next door neighbor's cousin. Courteous, pleasant treatment by you will probably be rewarded by the same treatment for you.

Even when you do not receive sympathetic treatment, it seldom helps to bluster and make threats. You can be firm without being threatening. And you should be firm if firmness is needed.

So--if you have a justified complaint, how do you go about it? Depending on the item, you might return it to the store where you made the purchase. Or it might be better to write to the manufacturer or producer. Complaints by telephone are usually unsatisfactory. First, the item in question is not available to the merchant or manufacturer for examination. You may fail to give all the needed information, or the person at the other end of the line may fail to get it all down. And finally businesses are not always set up for telephone complaints; therefore, your call may interrupt a business transaction and you may not have the undivided attention of the person on the other end of the telephone line.

On the whole it is best to make your complaints to a store in person. It may be even necessary, if you don't have the address of the manufacturer of the item.

If you do go to the retailer with your complaint, the following suggestions may help both you and the retailer:

1. Return the article in a clean condition--the store people should not have to handle soiled articles.
2. Try to accompany the article with the sales ticket and with any identifying labels or in the original package.
3. Avoid making returns during rush hours if possible. It is easier for the sales person, the buyer in the department, or personnel in the complaint department to give you considerate attention when things aren't rushed.
4. Try to avoid making returns near closing time. Remember, complaints are time consuming; store personnel are as anxious to get away from the job on time as you are to get away at the end of the school day. And they usually have end-of-the-day business duties to perform.
5. Be sure you have all the facts, so you can register an intelligent complaint.
6. If you receive less than courteous treatment, don't assume this is necessarily the policy of the company. Store personnel are only human; perhaps if you receive rough treatment it is a reflection of rough treatment given the salesperson by the customer ahead of you.
7. If you do not receive satisfaction from the person with whom you deal first, don't give up. Firmly insist on seeing the next highest person in authority. And keep on insisting until you are satisfied you have had fair treatment or until your appeal reaches top authority.
8. Be courteous and pleasant--a smile will go a long way.

With some items, consumer complaints are best handled by writing the manufacturer. This is especially true of package goods found on the shelves of the grocery store or supermarket and of equipment too large for easy return to the store.

Be assured a reliable manufacturer appreciates your letter of complaint if written with dignity, without rancor, and if it contains needed information. Your letter of complaint is an indication that you have faith in the company even though you may not be happy with the company's product. Your complaint may be an indication of trouble with his product that he was unaware had existed. The following suggestions may help you in writing such a letter:

> Make sure you have the correct address. You'd be surprised at the circuitous route taken by some consumer letters to manufacturers before they reach the proper address. An improperly addressed letter may be responsible for a delay in your receiving a reply.
>
> Write a business-like letter. This will be appreciated.

Keep a carbon copy even if you must write a letter in long hand. Send a copy to the retailer who sold you the article. Indicate on the original letter that this carbon copy has been sent.

Give all possible identifying information on the complaint item such as the brand name, the size, the color, the model number.

Tell the price paid.

Indicate where it was and when.

Send what remains of the product in the original package if possible, if it is a packaged item. If it is an item of clothing or other easily portable item, send it with the letter but be sure to insure the package.

Give a clear concise statement of how the product has been unsatisfactory.

Most such complaint letters will receive a prompt and courteous reply. Manufacturers spend vast sums of money to assure good customer relations programs. They want your good will. Having worked in the home service department of a fine large company for more than ten years I can personally vouch for the careful personal attention given consumer letters--whether they are "brick-bats or bouquets." An unjustified complaint will receive the same careful attention as a justified one.

You should have an acknowledgment of receipt of your letter, if not a reply, within two weeks. After reasonable time has elapsed, if you have not heard from the company, do not hesitate sending your letter to the president of the company. He may never see your letter, but someone at the management level will see it and act accordingly.

Finally, again let me say that consumer complaints are expensive in time, energy, and money. They may involve frustrating situations and therefore may require courage on your part.

Of course, a combination of good informative labeling backed by testing programs based on adequate consumer goods, standards, and good habits on the part of the consumer will eliminate most complaints. For example, there are national standards such as American Standard L 22, *Performance Requirements for Textile Fabrics*, or AS Z61, *Terminology, Dimensions and Tolerances for Home Cooking Utensils*. When there is general compliance with these standards and it is so indicated by labeling and advertising, then the producer, the distributor, and the consumer will have a common language in dealing with the item.

When the article is backed by an American Standard, each may know exactly what is wanted merely by knowing what is in the standard. Each may be assured that the Standard has been developed by competent technical authority--that all essentially concerned with it has had the opportunity to have a voice in its development. Not all labeling is informative labeling, but the consumer can have confidence in an item that carries an indication of compliance with an American Standard, for she knows it is backed by a nationally recognized standards program.

Business and industry do have an interest in the consumer--they do want consumer confidence.

TEEN TIMES, National Magazine for the Future Homemakers of America pp. 7-8, November 1961. Used By Permission.

STEPS TO TAKE IN REGISTERING COMPLAINTS

Step 1. Contact the seller. Reputable businesses make every effort to untangle problems and meet reasonable demands. If you have first contacted a salesperson and you do not receive satisfaction, contact the top management; the president of the auto dealership or the manager of the store.

Step 2. When complaining to the seller fails to bring action, go directly to the top. Write to the president of the company. Send a carbon copy of the letter to the manager of the store where you purchased the item and indicate in the letter you are doing so.

To find the address of the company:

1. Examine the packaging of the item, the instruction book or guarantee for the address.
2. Check in Standard & Poor's Register of Corporations. This is a reference book available in many libraries which contains an address list of many companies in the U.S. If your local library does not have the book, have them request the information from the State Library. If you do not have access to a local library, write to the State Library, Highway 83, Bismarck, ND 58501, and request the address of the company.

If you do not receive a satisfactory answer (do not be put off by vague excuses) after a reasonable period of time (2-3 weeks), write again. This time send carbon copies to your two senators and congressman and to the State Attorney General who is in charge of consumer fraud in North Dakota.

Note: In the case of a food product, if you still have the item (you could freeze it when you find that something is wrong), indicate that this is the case and that you will send it along if necessary. This may be what it takes to get results.

Step 3. If you still do not receive satisfactory results, notify the proper officials or agencies. (A chart of Federal and Consumer Agencies is included with this unit, App. I-g.) Let the manufacturer know that you are doing this.

Step 4. If you have a claim against a merchant or corporation, and other attempts fail to solve the problem, try suing in Small Claims Court, which is potentially an efficient and inexpensive resource for consumers.

ABOVE ALL, BE PERSISTENT! Do not be easily put off. Although this may be a frustrating and time-consuming procedure, it is your right to register your complaints and receive satisfactory results.

BASIC FORM FOR A LETTER OF COMPLAINT
(Always keep a copy of what you write)

Anytown, ND 00000
Date

The Agency or the Company
Bigtown City Building
Bigtown, State 00000

Dear Sir:

I am writing about (name and model number of product and any other kind of identifying information) bought from (merchant's name and address) on (date) for (price).

My complaint is (tell your story. Explain the defect, describe your inconvenience, any damage caused by the defect and any actions you have already taken to try to resolve the problem. Include copies of supporting documents (not the originals); copies of repair bills, previous letters to sellers or manufacturers, notes of phone conversations and pertinent dates. State your request for repair or other action that you wish to have taken in concise or positive terms; avoid sounding either apologetic or angry.)

I thought you would like to know of my dissatisfaction. I look forward to your reply explaining how the problem can be resolved.

Yours truly,

(Your name)

HOW TO GET ACTION ON YOUR COMPLAINTS

Reprinted from Better Homes and Gardens

REA OF CONCERN	WHERE TO CALL	WHAT TO EXPECT
isagreements and complaints bout merchandise, services, harges or business practices f a non-fraudulent nature. nquiries into the reputation f business organizations.	Better Business Bureau. Chamber of Commerce. Action lines sponsored by local newspapers, TV stations or radio stations. State or local consumer organizations (see 1, below). Office of Consumer Affairs, Executive Office of the President, New Executive Office Building, Washington, D.C. 20506.	Advice, information, referral to appropriate agencies or persons. Whatever results may come from the influence of a third party, the threat of publicity or the pressure of a government agency.
laims or disputes requiring egal action for settlement.	Small claims court for cases involving amounts not exceeding a specified maximum. Legal aid society for individuals not able to pay for legal services. Your own lawyer.	Usually requires one or more court appearances. Cases are resolved in court or in out-of-court settlements.
eal or suspected fraud arried out through U.S. ails; also mail theft.	Postal Inspector, U.S. Post Office Department--local or regional office.	Investigation. Where warranted, government action against offenders.
uestions, disputes or omplaints related to rofessional services or acilities.	Ethics committees of professional association. Licensing or registration agencies. Board of Health for medical services or facilities.	Investigation. Information. Revocation of licenses in cases involving serious violation of professional ethics.
uestions, complaints and eception related to foods, rugs, cosmetics and medical evices.	Local or regional office of the Food and Drug Administration for complaints about labeling (see 2, below). Board of Health. Local or state Public Health Department. Local or regional office of the Federal Trade Commission for deceptive advertising claims.	Information, investigation. Where warranted, government action against offenders.

For a listing of consumer organizations in your area, write the Consumer Federation of America, 1012 14th Street N.W., Washington, D. C. 20005.

For Government agencies, see local phone book under the name of the city, county, state and the United States Government Offices. Check with the mayor's office or governor's office when you do not know the name of agencies responsible for protecting consumers in different areas and capacities.

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HOW TO GET ACTION ON YOUR COMPLAINTS - cont.

REA OF CONCERN	WHERE TO CALL	WHAT TO EXPECT
bvious or suspected fraud, eceptive practices, illegal r criminal acts, phony argains, false guarantees, isleading advertising and nquiries into the reputation nd legitimacy of certain usiness and service operaions licensed by local or tate agencies.	City, county or state prosecutor--located in the attorney general's office in most states. State or local department of consumer affairs and/or consumer protection agencies. State or local department of consumer sales and/or weights and measures. State or local registration and licensing agencies for businesses, school and service operations. Federal Trade Commission for deceptive practices involving interstate commerce, companies operating across state lines.	Referral to appropriate agencies when necessary. Investigation, prosecution and/or revocation of licenses or business permits where fraud, deception or misrepresentation can be proved.
eal or suspected fraud, or ther complaints, about real state transactions, whether uyer or seller.	If licensed Realtor involved, local Board of Realtors (there are 1590 throughout the country). State real estate licensing bureau (in every state). Your lawyer.	Investigation of your complaint. Recommendations for solution, possible suspension of membership in Realtors' organization if doesn't comply. With state licensing board, investigation and recommendation, possible loss of license. With lawyer, possible court action.
uestions or disputes elated to financial ervices--credit, insurance, anking and investments.	State departments of banking, of insurance and of financial institutions. Securities and Exchange Commission--regional branch. Federal Trade Commission for violations of Truth-in-Lending or Fair Credit Reporting.	Information. Investigation and prosecution for violations of local, state or federal laws regulating each industry.
uestions and complaints elated to major home ppliances--their performnce, servicing, warranties nd dealers.	Major Appliance Consumer Action Panel (MACAP), 20 North Wacker Drive, Chicago, Ill. 60606. Federal Trade Commission for failure to perform on warranty promises.	Information related to performance and servicing. Report of complaints, possible solutions, to company executives.
uestions and complaints elated to automobiles, auto ccessories and repair rvices.	Center for Auto Safety, P.O. Box 7250, Ben Franklin Station, Washington, D.C. 20044. Cleveland Auto Safety Research Center, Case Main Building, 10900 Euclid Avenue, Cleveland, O. 44106. (continued)	Information, publicity and group action in some instances. Referral to appropriate agencies and officials. Prosecution and/or revocation of licenses for violation of local or state or federal (continued)

REA OF CONCERN	WHERE TO CALL	WHAT TO EXPECT
	Local or state branch of U.S. Department of Transportation. Automobile Manufacturers Association, 1619 Massachusetts Avenue, Washington, D.C. 20006. National Automobile Dealers Association, 2000 K Street N.W., Washington D.C. 20006. State or local agency responsible for licensing auto dealers and repair centers. Tire Industry Safety Council, 766 National Press Building, Washington D.C. 20004. Federal Trade Commission or attorney general's office for failure to perform on warranty promises.	laws regulating the sale and servicing of automobiles and parts.
nvironmental matters of oncern to consumers (listing ncludes only a few of the ctive organizations and gencies).	Environmental Control Administration and/or National Air Pollution Control Administration, U.S. Department of Health, Education and Welfare, 5600 Fishers Lane, Rockville, Md. 20852. Federal Water Quality Administration, U.S. Department of Interior, 1921 Jefferson Davis Highway, Arlington, Va. 22202. Pesticide Regulation Division, U.S. Department of Agriculture, Washington, D.C. 20250. Friends of Earth, 30 East 42nd Street, New York, N.Y. 10017. Committee for Environmental Information, 438 North Skinker Blvd., St. Louis. Mo. 63130. Izaak Walton League of America, 1326 Waukegan Road, Glenview, Ill. 60025. National Water Institute, 420 Lexington Avenue, New York, N.Y. 10017. The Sierra Club, Mills Tower, San Francisco, Calif. 94104. Conservation Foundation, 1250 Connecticut Avenue N.W., Washington D.C. 20036. John Muir Institute for Environmental Studies, 451 Pacific Avenue, San Francisco, Calif. 94133. Zero Population Growth, 367 State Street, Los Angeles, Calif. 94022.	Information. Recommendations for conserving resources. Listing of references on environmental issues. Public action. From regulatory agencies, investigation and prosecution of those violating environmental laws.

(continued)

HOW TO GET ACTION ON YOUR COMPLAINTS - cont.

REA OF CONCERN	WHERE TO CALL	WHAT TO EXPECT
	Local and state agencies for environmental health.	
uestions, suggestions and omments on pending or ecently enacted consumer egislation.	Your senators, c/o Senate Office Building, Washington, D.C. 20510. Your congressman, c/o House Office Building, Washington, D.C. 20515. Sponsors of specific legislation. Office of Consumer Affairs, Executive Office Building, Washington, D.C. 20506.	Copies of pending and enacted legislation. Summaries and notices of hearings on specific bills. Newsletters, press releases on consumer legislation. List of consumer bills before Congress.

HOW TO SUE IN SMALL CLAIMS COURT

WHAT IS SMALL CLAIMS COURT?

Small Claims Court is a court which handles claims for money. It is limited to claims of $200 or less. Small Claims Court cannot help you get property back from someone or get someone to do something--except to pay money.

A judge presides over each case. There are no juries and no lawyers.

HOW IS A SMALL CLAIMS CASE STARTED?

Where to file.

To find the location of the Small Claims Court in North Dakota, contact the Consumer Fraud Division, Attorney General's Office, State Capitol Building, Bismarck, ND 58501.

How to file.

Once you get to the right court, a clerk will help you fill out a form called "notice of Small Claims." You will have to know the name of the defendant, his address and the amount of the claim you are making. There is a $1 fee for filing a Small Claim case.

How to notify the defendant.

A copy of the "Notice of Small Claims" must be delivered to the defendant. It directs him to come to court at a specified time and bring with him any papers or other evidence he has relating to your claim.

The clerk will explain to you how to have the notice served on the defendant. The choices are: certified or registered mail, sheriff, process server or other qualified adult. The charge for having a sheriff or process server deliver the notice is $1 plus 10 cents a mile. It should cost less then $5.

WHAT HAPPENS AT THE TRIAL?

At the trial each side is given a chance to tell its side of the story. You should bring with you any papers which relate to your case and any witnesses you have. You will have to convince any witnesses you want to bring to come to court of their own free will since there are no subpoenas in Small Claims Court. Your witnesses should have direct knowledge of the facts that they are going to testify about.

Above all, you should prepare what you want to say before the trial so that what you say in court will be clear, short and convincing. At the end of the trial, the judge will give his decision or "judgment." If, for example, the judge decides that the defendant owes you $100, he will award you a judgment of $100.

If the defendant does not come to court, you will get a judgment without having to go through a trial. This is called a judgment by default, and should be for the full amount of your claim.

CAN THE JUDGE'S DECISION BE APPEALED?

A person who sues in Small Claims Court can never appeal if he loses the case. A defendant who is sued in Small Claims Court can appeal only if the amount of the claim was $100 or more.

HOW IS A JUDGMENT COLLECTED?

If you got a judgment by default, you should send a letter to the defendant telling him the amount of the judgment, and requesting payment. It is a good idea to keep a copy of the letter you send. If the defendant did come to court and knows about the judgment, you should give him a reasonable time to pay before proceeding further.

If the defendant has not paid the judgment after a reasonable time, or if he has said that he will not pay it, you should follow one of the alternatives listed below.

Writ of Garnishment.

You can have a writ of garnishment served on the defendant's bank or employer. A writ of garnishment is an order issued by the clerk of the court. It requires the bank or employer to reveal to the court how much money it is holding for or owes to the defendant. The court can then require that a certain part of the money owed to the defendant be paid directly to you.

Obviously, if the defendant has no bank account or job, the writ of garnishment approach won't work. Furthermore, there are legal limits on how much of a person's wages can be garnished at any given time.

Each garnishment costs $10 and the clerk of the court should provide you with the necessary forms. If the clerk does not have the forms to give you, they can be obtained from a legal supply office. If the procedure is successful, you will get your $10 back from the defendant.

Writ of Execution.

You can have the clerk issue a writ of execution against the belongings of the defendant. A writ of execution is an order directed to the Sheriff. It requires him to seize certain of the defendant's belongings and sell them in a manner prescribed by law. You get your money from the proceeds of the sale. However, there are legal limitations on what kind of property can be taken by the sheriff pursuant to a writ of execution.

Collection Agency.

You can turn your judgment over to a collection agency. While this may be the easiest way to get at least some of your money, the collection agency will usually charge between 1/3 and 1/2 of what is collected. You can find a list of collection agencies under "collection agency" in the Yellow Pages of the Telephone Book.

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INFORMATION REGARDING SMALL CLAIMS COURT

Small Claims Court allows those with private legal disputes to sue for a nominal fee without the necessity of obtaining the advice of an attorney.

The maximum amount that can be sued for in Small Claims Court is $200. The plaintiff (person bringing suit) can only sue once and any amount over $200 would be waived without opportunity to resue for the balance.

In North Dakota to find the location of the nearest Small Claims Court, contact the Consumer Fraud Division, Attorney General's Office, State Capitol Building, Bismarck, ND 58501.

A notice and complaint will be made up by the court, and a time will be set for a hearing of the case. The fee for this is $1. The notice and complaint must then be given to the county Sheriff by plaintiff. The Sheriff serves the papers on the defendant for a fee of $1 plus ten cents per mile. This amount can be asked for in the complaint.

The plaintiff and defendant must come into court at the time and date set for the hearing. If the defendant appears, the court will then hear the case. After hearing the case, the Judge will make his decision, and if the decision is in favor of the plaintiff, a judgment will be entered against the defendant. If the decision is in favor of the defendant, the court will dismiss the case.

If the defendant fails to appear, judgment will be rendered for plaintiff for the amount asked. If the plaintiff fails to appear and the defendant does appear, the case will be dismissed.

Small Claims Court has proved to be a solution for persons who are unable to obtain an adjustment of their complaint when the amount involved is $200 or less for the reason that one does not have to retain the services of an attorney, and the costs involved are generally under $3.

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FINANCIAL CRISIS

Unit: What to Do in Case of a Financial Crisis

Grade Level: Advanced

Objectives:

As a result of this unit, the student should:

1. acquire a knowledge of the variety of resources available to families and persons experiencing a financial crisis.
2. gain confidence and competence in approaching representatives of agencies which extend help to families experiencing financial crises.
3. be able to apply the problem solving process to new situations.

Generalizations:

1. Social and government agencies and people (friends and neighbors) are resources which are available in most communities to help persons and families in financial crises.
2. Having the confidence to approach representatives of agencies and having the competence to do so enables one to make better use of the services available from agencies.
3. Being able to solve a problem to one's satisfaction depends on the ability to discover resources, determine possible solutions, and to consider the advantages and disadvantages of all solutions as well as one's values before arriving at a decision.
4. A decision will probably be more satisfying if advantages and disadvantages of all possible solutions as well as one's values are considered before making the decision.

LEARNING EXPERIENCES

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Stage I: (Gaining the attention and interests of students.)

Directions: Choose any of the following activities.

A. Students present playlet "A Financial Crisis" followed by discussion to stimulate thinking about financial crises. (App. II-a)

> NOTE: Suggested discussion questions following the playlet are suggested only. Questions five through eight could lead the class in several possible directions and the teacher may elaborate on these or not as she chooses. For example, how to avoid financial crises could constitute a unit of its own and is probably just as important or even more so than discovering what to do when crises strike.

> NOTE: A group of students could tape-record the playlet prior to class and the class listen to the recording rather than observe the playlet.

B. Use the bulletin board idea (App. II-b) as a springboard to stimulate students to think about possible crises situations and where one could go for help.
Possible Questions:
---What is the bulletin board telling us?
---Is this what really happens to people?
---What are some other things that might cause financial crises for families?
---Where can families get help? How does one go about obtaining that source of aid? What other sources are available?

C. Students search through past issues of newspapers (the past two weeks or so) to find and clip articles telling of situations happening to people that could cause financial crisis for them such as an accident, serious injury or illness, workers being laid off, unemployment, etc.

This could be done as a game with two sides competing to see who can find the most articles.

D. Teacher recounts a local situation that caused a financial crisis for a family or person, but one that would not be embarrassing to any student, to stimulate thinking about what could happen and where could people turn for help.

Stage II: (Teaching the subject matter.)

Directions: Do Activity A to help students attain Objectives #1 and #3. Do Activity B to help students attain Objective #2.

A. Students individually or in small groups select one case study (App. II-c) and solve the problem presented using the Problem Solving Process.

> NOTE: Case studies provided may be used or students may write their own case studies as there are many other situations which could be explored. The case studies may also be altered to take advantage of some services discovered as students are finding resources. For example they may decide the father in Case Study #4 has cancer to take advantage of Cancer Society benefits or that the person who died in Case Study #1 was a veteran so that Veteran's Death Benefits may be used.

Learning Experiences, cont.

To involve students in the Problem Solving Process:

1. Use the audiotape and transparency presentation "Solving A Problem" (App. II-d and App. II-e) to introduce students to this process.
   NOTE: The script for the audiotape (App. II-d) can be read onto a tape prior to class and then played for the class while showing the transparencies (App. II-e).
2. Have the audiotape or script and transparencies available for individual students to refer to as they are working on their case studies.
3. Students should be encouraged to find resources and possible solutions on their own as more learning occurs this way. Rather than a teacher telling the student what the agency can do, more learning would occur if the student were to interview or write a letter to appropriate county or state agencies or officials. Possible solutions and resources for each case study are included for the benefit of the teacher. (App. II-f and App. II-g) The teacher will need to decide, based on individual students' abilities, how much help to give each student in finding possible solutions and resources.
4. Step 4 of the Problem Solving Process involves the consideration of values in decision making. Minimum mention has been made of values in the instructions to the student. If the teacher desires, she may elaborate at this point on the role of values in decision making. An excellent resource is the kit DYNAMIC CONSUMER DECISION MAKING by J. C. Penny Co. and available on free loan from the J. C. Penny Co. store in larger ND cities.
5. For evaluation of individual or group reports, students should have completed all steps in the problem solving process, considered at least two possible solutions, and stated three reasons to support their choice of a final solution.

B. Students simulate part of Step #2 of the Problem Solving Process, "Asking for Help from Agencies" in the following manner:

   1. Students in groups of two or three choose one of the various agencies which could be resources for the problems represented in the case studies chosen by the students and become familiar with the services offered by these agencies by studying reference materials or contacting representatives of the agency, i.e., Social Security, Veteran's Affairs, Welfare, Vocational Rehabilitation, Services to the Physically and Mentally Handicapped, Employment Services (including the Unemployment Division), Debt Counselor or Loan Company, etc.

   2. Some students role play representatives of the various agencies. Others role play the person in their case study by taking their problems (i.e., case studies) to representatives of agencies (role played by students) which they think might help them to see if they are eligible for such services. For example: The mother whose husband dies may check with Social Security, Welfare, her insurance agent, and Workman's Compensation. The student who is acting as the representative of each of the agencies tells the person if he is entitled to benefits, how much, under what conditions, etc.

   3. Students then reverse roles of agency representatives and persons with a problem so all get a chance to contact agency representatives about their problem.

To prepare for these simulation sessions, students decide through class discussion how they need to prepare themselves before taking their problem to an agency representative. Competencies they might need to have include a.) knowing where to find the agency and how to get there b.) knowing whether or not to make an appointment first c.) the ability to honestly and thoroughly explain their situation. Discussion could be stimulated by a teacher or student role playing a very unprepared person approaching an agency representative.

Stage III: (To reinforce that which has been learned as well as to stimulate students to apply information in other situations.)

Directions: Do any of the following activities.

A. Students report to the class on the case study they selected, the solution they arrived at, and the reasons they wrote to support their choice of solution.

B. Class discussion of the use of the problem solving process as a means of solving problems.

Possible Discussion Questions:

1. Do you think the family will be satisfied with the solution you chose? Why or why not?

2. What did you learn about:
   a. the process of finding resources?
   b. the kind of resources available to persons and families?
   c. seeking help from various agencies?

3. How do you feel about approaching representatives of various agencies? How would you feel about doing this in real life if you should need to?

4. What are some other situations where this procedure could be used to solve problems?

5. What do you think of this process of solving problems?

C. Use of the problem solving process in other units of study.

D. This unit could serve as reinforcement to other units of study such as Credit, Dual Role, Insurance, Stretching the Food Dollar, etc. If these kinds of concepts have been taught previously, possible solutions might be easier to arrive at and their consideration would involve less work for the students.

E. Learning activities which help students discover resources available to help families and persons experiencing emotional crises such as marital problems, death, crippling illness, etc.

EVALUATION IDEAS

Objective 1: Student lists a number (5?) of resources available to families and persons who experience financial crises. These could be at least one social agency, one government agency and one person.

Objective 2: Response given by students orally or in writing to questions #2,c and #3 of the possible discussion questions for Activity B, Stage III, p. 12.

Objective 3: Given a new situation in subsequent units of study which could be solved by using the problem solving process, the student will apply this process without being asked specifically to do so.
Example: John and Mary are getting married soon and will be moving to Bismarck. They need to decide where they are going to live in Bismarck. Determine what living arrangement would be the best solution for this couple.

If the student has attained this objective at the application level, he would be able to solve this problem using the problem solving process without being told to do so. If he has to be told to use the problem solving process and then can use it, he has attained the objective at the comprehension level.

The ultimate in evaluation would be if the student would voluntarily use this process in solving a problem he has.

IDEAS FOR:

Work Experiences or FHA:

A. Prepare a display which would illustrate to people in the community and/or school sources of help for people experiencing financial crises.

B. Write a directory of sources of help for people experiencing financial crises which are available to local persons and families.

FHA:

Develop as a project a source of aid to persons or families such as a Used Clothing Store where used clothes could be renovated and sold at low cost, or provide some aid to a needy family such as sponsoring a money-making project, the proceeds of which go to aid a family whose home has burned or has some other type of financial need.

Additional Resource

Simulation game - Master of the House
Presents a financial crisis, such as a strike, with a consequent drop in income. The players are family members who must make drastic changes in their spending patterns.

This game is not available yet but may be in the process of being copyrighted. It was described by Leona Farris in "Simulation Is the Name of the Game," Journal of Home Economics. 65:12-14. February 1973.

WATCH FOR THIS!

A Financial Crisis
or
Gee, Mom, We Don't Have Any Money Anymore

Characters:

Mr. Henry Kirby	the father
Myrna Kirby	his wife
Joanne Kirby	high school senior
Jack Kirby	sophomore
Nancy Kirby	7th grade

Props:

Table and chair, sofa and easy chair (several chairs could substitute for the sofa and easy chair) Papers representing bills on the table. A magazine. Additional props such as school books, an apron for Mrs. Kirby, etc. would add to the realism of the playlet.

SCENE: Living room of the Kirby home. Mr. Kirby is sitting at the table which has many bills on it. He is bent over the table writing. Mrs. Kirby is sitting on a sofa reading a magazine.

MR. KIRBY: (muttering to himself angrily) Bills, bills, bills. I just don't know where I'm going to get the money to pay these bills.

MRS. KIRBY: (looks up from her magazine) What did you say?

MR. KIRBY: Oh, I'm trying to figure out where the money is going to come from to pay all these bills. We just don't have this much money.

MRS. KIRBY: That's too bad. With winter coming the kids really need new shoes, and Joanne and Jack need new coats. My coat is pretty old too.

Enter Jack.

JACK: Gee, Dad, I'm glad you're home. I promised Alice I'd take her to a movie, and I need some money.

MR. KIRBY: (very angrily) Money! How dare you ask me for money? We don't have any money.

JACK: Gee, Dad, I only need $3.00.

MR. KIRBY: (shouting) We don't have three dollars.

Enter Joanne who sits in the easy chair listening.

MRS. KIRBY: Calm down, Henry. Where did all our money go? How did we end up in such a mess?

Enter Nancy who sits on the sofa listening.

MR. KIRBY: That's what I'd like to know.

JOANNE: Maybe this all started when Grandpa died. His funeral must have been very expensive.

MR. KIRBY: Yes, it was. And none of those other no-good relatives of mine would help me pay for it. I had to pay for the whole thing. I'm still paying for it--and probably will be until the day _I_ die.

JACK: Are we supporting Grandma now, too? Or is Uncle Charlie supporting her?

MR. KIRBY: You better believe I'm supporting her. That no-good lazy Charlie can't even support himself.

MRS. KIRBY: No--I think our problems started when Grandpa got sick. He ran up some awfully big hospital bills.

NANCY: I think this all started when Aunt Gertrude's husband ran away and left her and her six kids. They must eat over here at least half the time.

JACK: Who wouldn't run away from Aunt Gertrude.

MRS. KIRBY: Now, Jack, that's not a very nice thing to say. Poor Gertrude was left without any way to support herself.

JOANNE: Speaking of people being here a lot, how about when the Phillip's house burned down last winter. They sure ate here a lot. They really didn't have any money, did they? They didn't even have a roof over their heads.

MR. KIRBY: If you ask me, this whole mess started seventeen years ago when you were born, Joanne. Before that Myra was working, but when you were born, she quit. We were really in a bind with lots of bills to pay. And we've never had quite enough money ever since.

MRS. KIRBY: We started charging things then. It was so easy to say, "Well, I don't have money now, but I will at the end of the month, so I'll just charge it." Then you find at the end of the month you've charged too many things.

MR. KIRBY: Or buying things on time is another trap. So much down and so much a month sounds easy, but several of those little amounts each month add up.

JOANNE: We sure are in a financial mess, aren't we?

JACK: Gee, Dad, we don't have any money anymore.

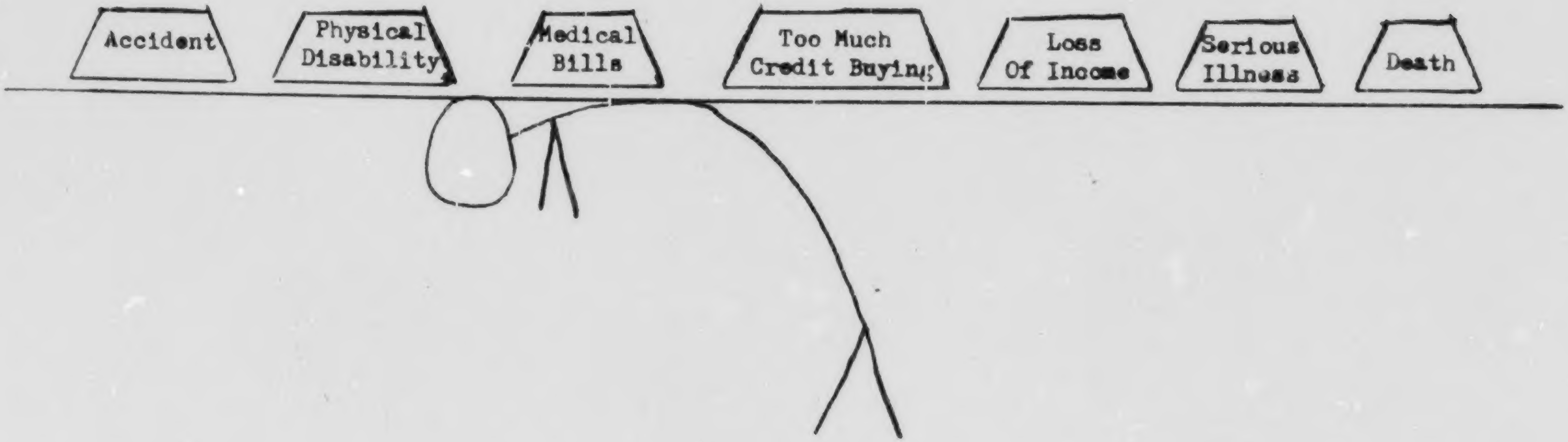
* * * * * * * * *

Possible Discussion Questions to Follow:

1. How many things happened to the Kirbys to contribute to their financial crisis?
2. What happened to others mentioned in the play to cause them a financial crisis?
3. Are these problems that really happen to families?
4. Can you think of anything else that might happen to a family to cause a financial crisis for them?
5. How and why do financial problems and crises differ among different individuals and families?
6. How do financial difficulties change at different stages of the life cycle?
7. Which of the crises could have been avoided? which were unavoidable?
8. How do financial crises affect family relationships?
9. Where can people go for help? How does one go about obtaining that source of aid? What other sources are available?

II-b

WEIGHTED DOWN ?



Where Can You Go From Here?

Directions: Letters could be cut from old bills.

CASE STUDIES OF SITUATIONS WHICH COULD CAUSE MAJOR FINANCIAL CRISES

1. There has been a sudden death in the family and the family will be faced with funeral and burial costs. The cost of a medium-priced funeral is approximately $1500. What could the family do?

2. Your father has been notified by his employer that he is to be laid off from his job at the end of the month. What could he do?

3. Your mother, who does not work, suddenly finds she must support the family because:
   a. your father has died.
   b. your father has deserted her and the children and has not been heard from.
   or c. she and your father are divorced and he has not been making child support payments.

   What could she do?

4. Your father has been hospitalized for a serious illness requiring a lengthy time in the hospital and there is no health insurance. Since he is no longer working, the family has lost his income too. What could be done to ease the financial burden on the family?

5. You have an accident with a friend's car. No one is hurt but damages on the car came to $850 and it is not covered by insurance. What could you do?

6. Soon after starting a new job your old car breaks down and to repair it would be costly. You need the car to get to work and you don't have enough money to pay the repair bill or to buy a new car. What could you do?

7. You bought a TV on time and can't make payments and the seller is threatening to repossess. What could you do?

8. You open a charge account when you begin working at a new job after high school. Before you know it, you run up a bill of $575 which you cannot pay. The creditor is threatening to garnishee your wages. What could you do?

9. It is September and all the children need new shoes and clothes for school. The paycheck your family receives is not big enough to cover this additional expense. What could be done to solve this problem?

10. The wife of a recently married couple is now expecting a baby and must soon quit working. Her paycheck has been used to pay some of the living expenses. When she quits working there will only be the husband's paycheck for the family plus there will be the expenses of the new baby. What could this family do?

11. You find out that your new baby is born with a physical or mental handicap. What could you do to help pay the many expenses that will incur?

12. Your home has been totally destroyed by fire and was covered only by a minimal amount of insurance, which did not nearly cover the amount of the loss. What could the family do?

13. You are a senior in high school and would like to get some kind of further training beyond your high school diploma. However, your family does not have enough money to be able to send you. What could you do?

14. Your left hand has had to be amputated because of an accident. You can no longer manage your present job. What can you do?

15. Your brother, who has been mentally retarded since birth and who is now 25 years old, has been living with and supported by your parents. Your father is now retiring so his income has been greatly reduced and is no longer large enough to cover the expenses required to continue to support your brother. What can be done?

16. The wife in the family is badly crippled by arthritis. She can no longer do any housework. She even needs help to care for herself as she has difficulty even moving. The couple's children are grown and none live nearby. What sources of aid are there for this couple?

17. Other: Crisis situation as defined by the student.

SOLVING A PROBLEM
(Typescript of Audiotape and Transparency Presentation)

How do you solve a problem? How do you know if the solution you decide upon is the best possible solution for a particular problem? (Put Transparency #1 on the overhead projector) One way of looking at a problem and trying to solve it in the best possible way is to use the Problem Solving Process. This process has five steps. Step number 1 is defining the problem, step number 2 is finding resources, step number 3 is listing all possible solutions, step number 4 is looking at the advantages and disadvantages of each possible solution, and step number 5 is deciding upon a final solution. Let's go through each step of this process to see how it works.

(Put transparency #2 on the overhead projector) The first step is to decide exactly what the problem is. For this assignment, select the case study which describes a problem you would like to solve. These case studies are of families or people who have had something happen to them which caused a financial crisis. Or you can write a case study of your own. What else has happened to families or people that caused a financial crisis for them? This could be your problem that you are going to solve.

(Put transparency #3 on the overhead projector) Step #2 is to find out where to go for help to solve the problem. Sources of help are our resources; they could be social or government agencies or they could be people. (Put transparency #4 on the overhead projector) This is one of the hardest steps because we often don't know where to start. (Put transparency #5 on the overhead projector) The best place to start is the telephone directory of your county seat, the capital city of your state, and the nearest city in your state.

(Put transparency #6 under transparency #5. You can now open the telephone directory and read what it says.) We can begin by looking for government agencies who might help. Look under U.S. Government; North Dakota, State of; the name of your county; or the name of your city or town or the name of the nearest larger city. Sometimes we may be told to look someplace else, for instance under government. Do you see names of any agencies who might be of help to you? Write them down even if you aren't sure what they do. Look under words that seem related to your problem. If the person in your case study was laid off from work, look under "unemployment" or "employment." Do you think you might need a lawyer to help with this problem? Look for "lawyers." Don't forget the yellow pages directory. This is where you would look to find the names of lawyers; they would be found under the word "attorneys."

The telephone directory isn't the only place to look for resources. Maybe there are other agencies you know of that could help, or you may know of people who could help. Sometimes friends and neighbors are our best resource.

Now that we have some ideas for resources, we need to find out if they can help us and how they could help us. To do this we ask them. (Put transparency #7 on the overhead projector) You would need to telephone them, or you would write a letter explaining your problem and in this way find out if they can help you. (Put transparency #8 on the overhead projector) You might also go to see a representative of an agency whose job is to help you. In talking to him you may be able to thoroughly explain your problem to him and see if he can help. If the representatives of these agencies cannot help, they might be able to tell you who can help you. In this way you will find out about other resources.

For this assignment, you may have to write or telephone possible resources to find out if they could help you. You may also simulate or practice the experience of asking representatives of various agencies if they can help you and how they could help you.

When you have found some resources and determined which resources could help you and how they could help you, you are ready to go on to Step #3. Put transparency #9 on the overhead projector) In this step you are to think of as many possible solutions as you can. Maybe using the help of the agencies or people found as resources would be possible solutions. For example maybe receiving welfare benefits or using the services of the public health nurse would be solutions. Maybe you just know of possible solutions although they weren't suggested by any resource. For example maybe reducing living expenses or buy clothes at a rummage sale. While working on Step #3 you may have to go back to Step #2 and list more resources. Steps #2 and #3 are worked on interchangeably. List as many possible solutions as you can.

(Put transparency #10 on the overhead projector) You could talk to other people to see if they can think of any possible solutions. You could ask your father or mother or you could ask your friends. In real life we ask others, "What should I do about this problem?" Other people often have ideas or know of resources that we didn't think of.

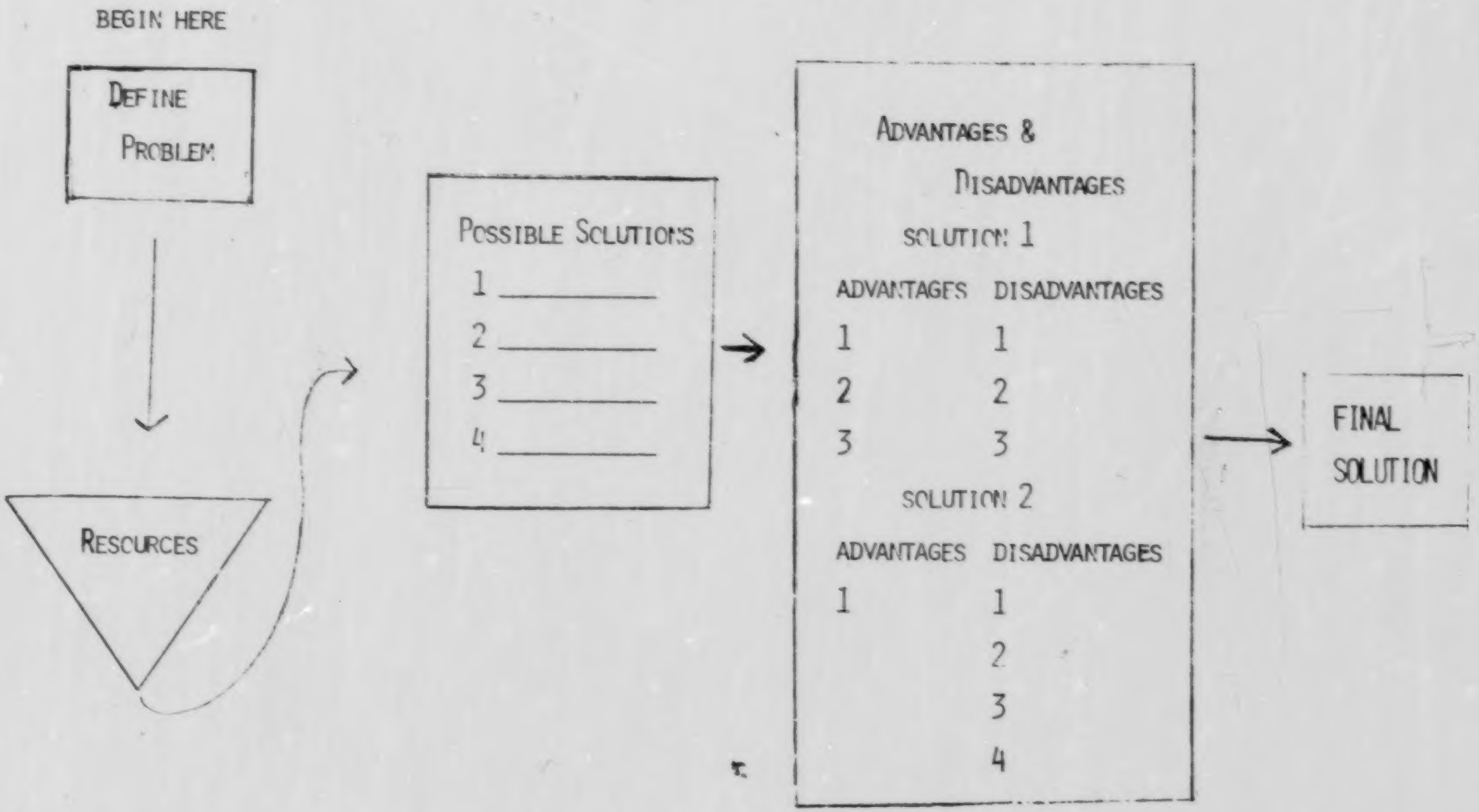
Have you listed as many possible solutions as you can possibly think of? You must have at the very least, two possible solutions. Then you are ready to go on to Step #4. But the more solutions you have the better.

(Put transparency #11 on the overhead projector) Step #4 is to list all the advantages and disadvantages of each possible solution. This helps us decide which solution or solutions would be the best one for us. Some advantages and disadvantages may be found in the information you received from the various resources. You need to imagine that each possible solution was the one you chose. What would be good if the family or person chose this solution? What would not be good if they chose this solution. For each solution make a list of the good things--advantages--and the things that would not be good--disadvantages. Remember, different people think different things are important. These are our values. People's feelings or values need to be considered when looking at the advantages and disadvantages. (Put transparency #12 on the overhead projector) For example, maybe one solution was mother going to work, but the family didn't want mother to go to work. Then the family's feelings would have to be listed as a disadvantage for the solution "mother going to work."

Have you listed all the advantages and disadvantages of all possible solutions? Then you are ready to go on to Step #5. (Put transparency #13 on the overhead projector) Step #5 is to decide on a final solution. Look carefully at all the advantages and disadvantages. Which solution or solutions seems to have more advantages and fewer disadvantages? Don't count just the numbers of the advantages and disadvantages. One disadvantage may be so important that it "outweighs" several advantages. (Put transparency #14 on the overhead projector) The final solution may be just one of the possible solutions or it may be a combination of several solutions. What have you decided upon? For this assignment write at least three reasons why the solution or combination of solutions you chose are the best possible solutions for this particular problem.

#1

PROBLEM SOLVING PROCESS



BEGIN HERE

DEFINE PROBLEM

RESOURCES

POSSIBLE SOLUTIONS

1 ____________

2 ____________

3 ____________

4 ____________

ADVANTAGES & DISADVANTAGES

SOLUTION 1

ADVANTAGES	DISADVANTAGES
1	1
2	2
3	3

SOLUTION 2

ADVANTAGES	DISADVANTAGES
1	1
	2
	3
	4

FINAL SOLUTION

1-II

#2

STEP # 1

DEFINE THE PROBLEM

MY PROBLEM IS ______________________________

#3

STEP #2

FINDING RESOURSES

SOCIAL AGENCIES

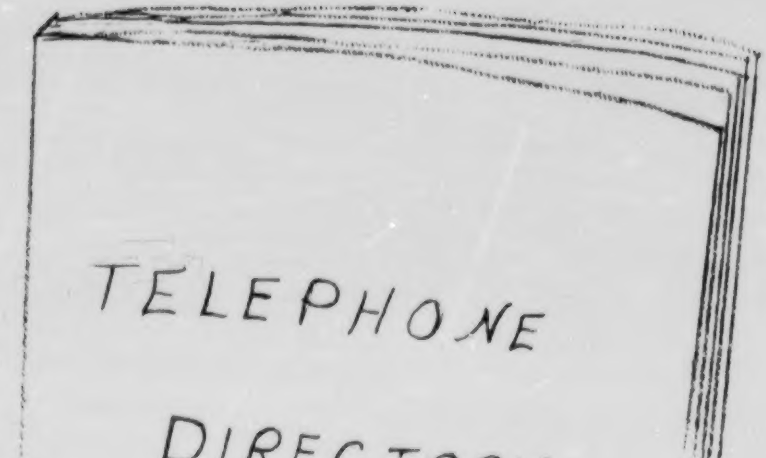
GOVERNMENT AGENCIES

PEOPLE

#4

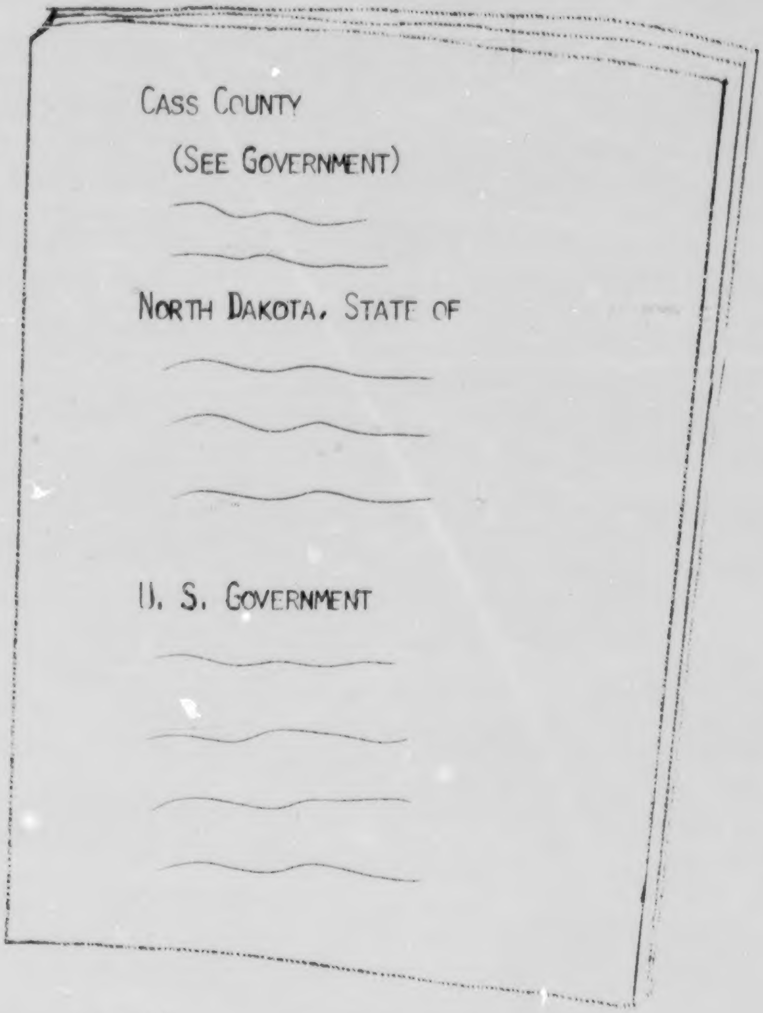
#5

WHERE TO START?



After making a transparency for the projector from this master, cut along the top, bottom, and right sides of the telephone directory. You will then be able to "open" the directory and "read" what it says which is printed on transparency number 6.

#6



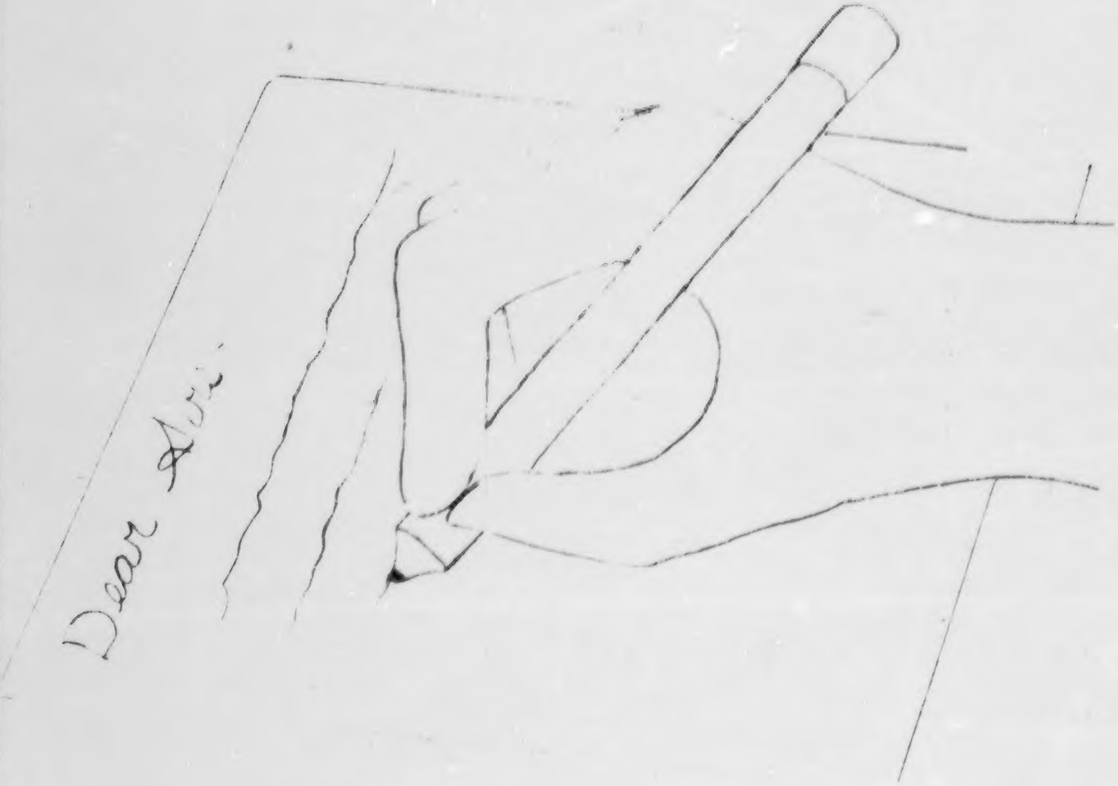
Cass County

(See Government)

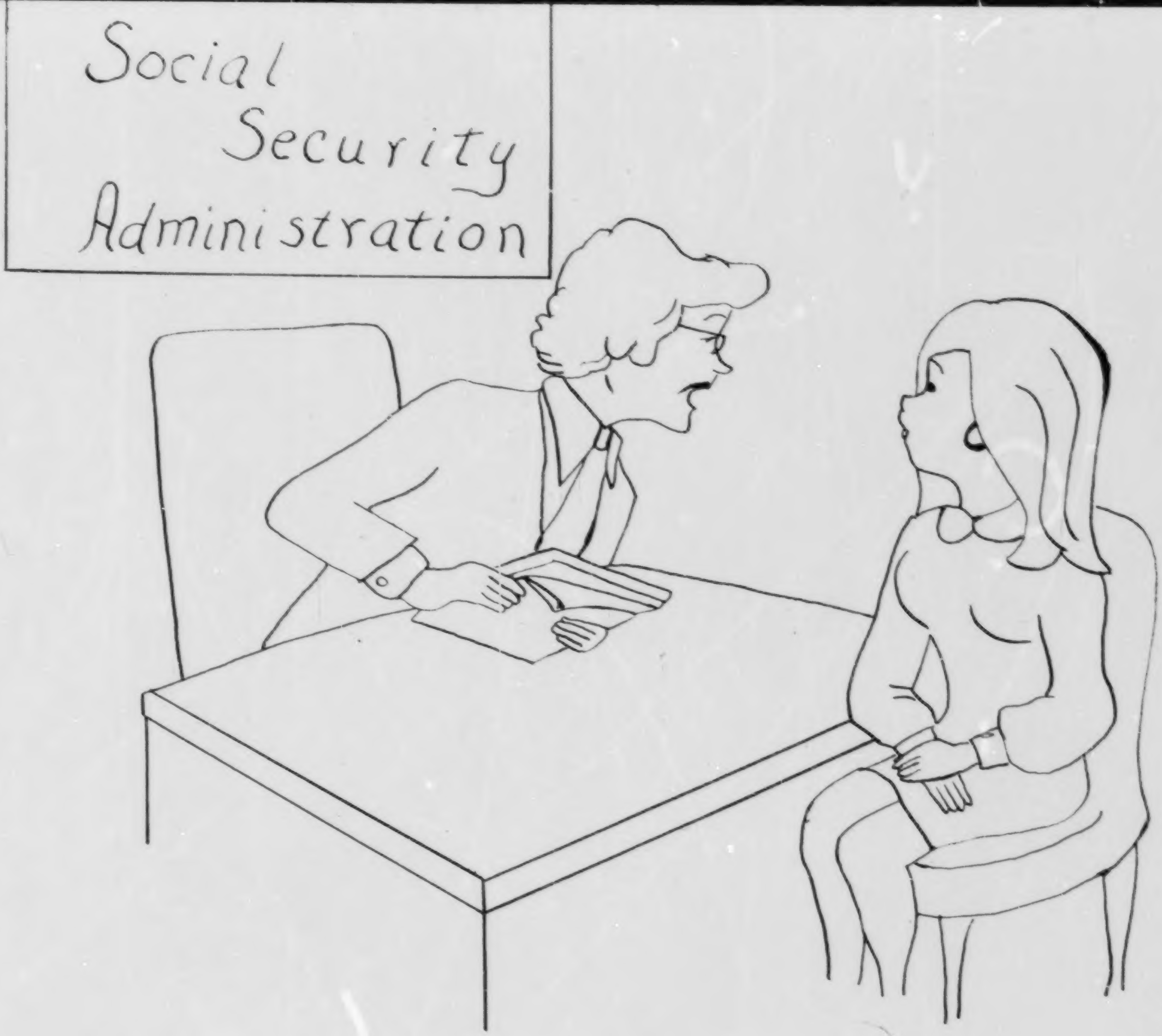
North Dakota, State of

U. S. Government

#7



#8



STEP #3

POSSIBLE SOLUTIONS

1. ______________

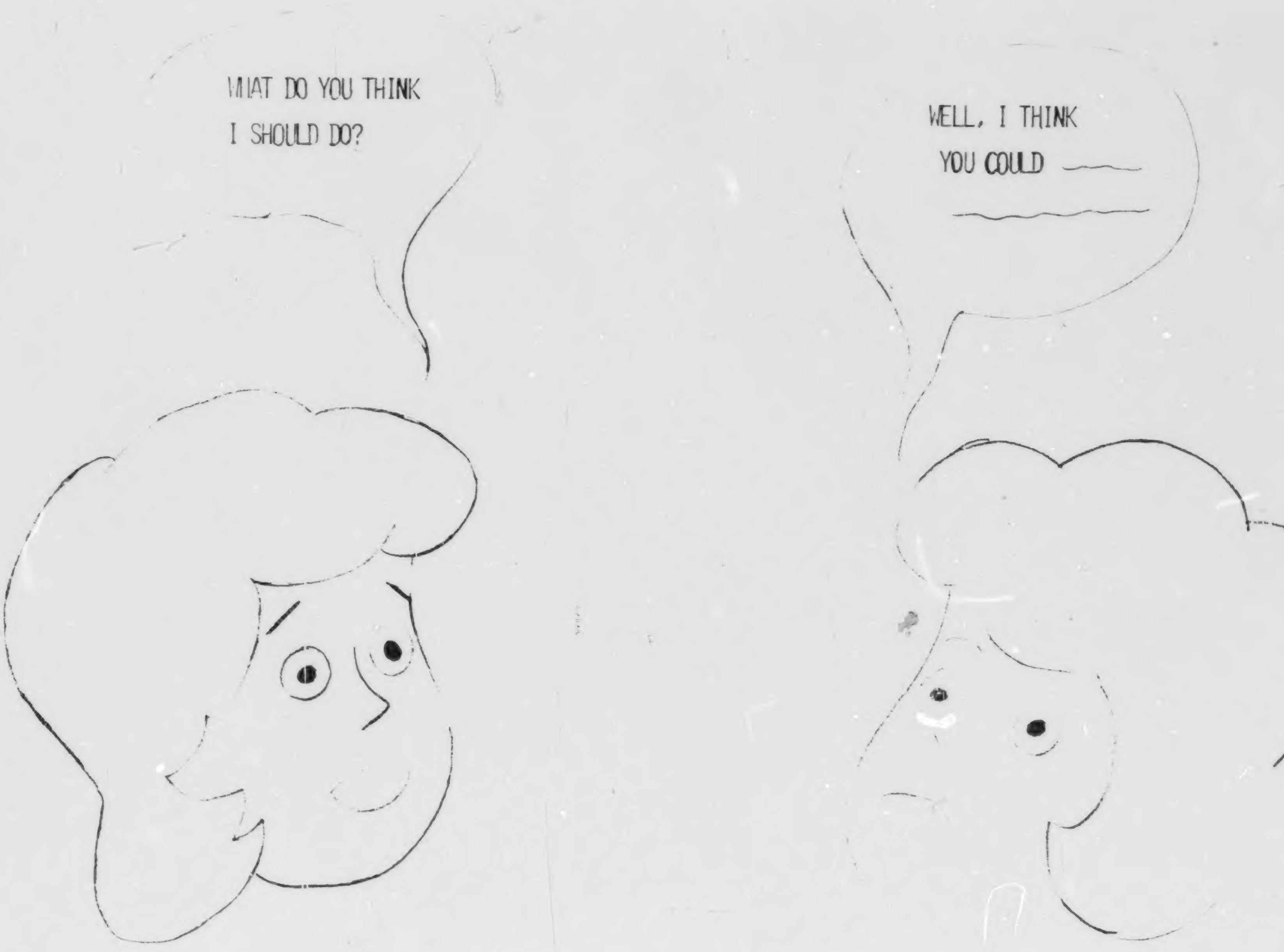
2. ______________

3. ______________

4. ______________

5. ______________

#10


WHAT DO YOU THINK I SHOULD DO?
WELL, I THINK YOU COULD ____ ____

STEP #4

LISTING ADVANTAGES & DISADVANTAGES

SOLUTION I

ADVANTAGES	DISADVANTAGES
1. ______	1. ______
2. ______	2. ______
3. ______	

SOLUTION II

ADVANTAGES	DISADVANTAGES
1. ______	1. ______
	2. ______
	3. ______

#12

SOLUTION:
MOTHER GOES TO WORK

ADVANTAGES	DISADVANTAGES
	1. FAMILY DOESN'T WANT MOTHER TO WORK.

#13

STEP #5
ECIDE ON THE FINAL SOLUTION

FINAL SOLUTION

SOLUTION 1

OR

SOLUTION 1 AND SOLUTION 2

THIS IS THE BEST SOLUTION BECAUSE:

1. ____________________
2. ____________________
3. ____________________

POSSIBLE SOLUTIONS FOR CASE STUDIES

1. Death in the family resulting in funeral and burial costs.
    a. Cut down the costs of the funeral and burial
    b. Borrow money
    c. Arrange with the funeral director to pay him in installments (would there be interest?)
    d. Increase income--reduce expenses
    e. Apply for various benefits available upon death, i.e., Veterans, Social Security

2. Father is laid off from work.
    a. Remaining unemployed and receiving compensation
    b. Mother goes to work
    c. Finding another job
    d. Increase income--reduce expenses
    e. Becoming retrained for a new job through a training program
    f. County welfare emergency relief program
    g. Food stamps or commodity foods
    h. Veteran's Emergency Loan Program

3. Mother is the sole support of the family because:
    a. father has died
        1. Social Security
        2. Workman's Compensation
        3. Insurance benefits
        4. Welfare--AFDC Program
        5. Veteran's Benefits--Non-Service Connected Death Pension
        6. Mother getting a job
        7. Food stamps or commodity foods
        8. Increase income--decrease expenses

    b. father has deserted the family
        1. Mother getting a job (ND Division of Vocational Rehabilitation may retrain her if necessary)
        2. Increase income--decrease expenses
        3. Welfare--AFDC Program
        4. Food stamps or commodity foods

    c. father and mother are divorced and child support payments are not being made
        1. Welfare--AFDC Program
        2. Mother getting a job
        3. Food stamps or Commodity foods
        4. Increase income--decrease expenses

4. Father is hospitalized--no insurance
    a. Mother getting ajob
    b. Increase income--decrease expenses
    c. Arrange with doctor to pay bill in installments (would interest accumulate?)
    d. Public health nurse if care needed at home
    e. Medicare (under certain restricted conditions of disability)
    f. Workman's Compensation (if hospitalization is job-related)
    g. Social Security (if disabled for 12 months or more)
    h. Veteran's Benefits--hospitalization, pension if permanently disabled, Emergency Loan Program
    i. Free loan of equipment needed at home if victim of Cancer, Multiple Sclerosis, Muscular Dystrophy
    j. Welfare--AFDC Program if disabled and has minor children
    k. County Welfare Emergency Relief Program

Possible Solutions, cont.

5. Accident with car
    a. Borrow money
    b. Extra job to increase income--or reduce expenses
    c. Bankruptcy

6. Car breaks down
    a. Increase income--reduce expenses
    b. Borrow money or buy on the installment plan
    c. Lease a car

7. Installment payments--repossession
    a. Refinance--Consolidation Loan
    b. Arrange to extend payments
    c. Let seller repossess
    d. Debt Counseling

8. Charge account--large bill
    a. Increase income--reduce spending
    b. Refinance--Consolidation Loan
    c. Extend payments
    d. Garnishment
    e. Bankruptcy
    f. Debt Counseling

9. New clothes and shoes
    a. Borrow money
    b. Charge (would this family have the capacity to assume the payments?)
    c. Sew clothes
    d. Rummage sales
    e. Hand-me-downs
    f. Salvation Army

10. Loss of paycheck and new baby
    a. Wife keep working (will need a babysitter)
    b. Extra job to increase income
    c. Reduce expenses
    d. Borrow money
    e. Charge purchases (would this family have the capacity to assume the payments?)

11.a. Physically handicapped child
    a. Easter Seal Society
    b. March of Dimes
    c. Schools for physically handicapped children and adults
    d. N.D. Division of Vocational Rehabilitation
    e. Welfare Department--Crippled Children's Benefits

11.b. Mentally handicapped child
    a. Mental Health and Retardation Centers
    b. Welfare Department--Crippled Children's Benefits
    c. N.D. Division of Vocational Rehabilitation
    d. Schools and centers for mentally retarded children and adults
    e. Grafton State School for the Retarded

Possible Solutions, cont.

12. Home destroyed--no insurance
    a. Red Cross
    b. Friends--neighbors
    c. Welfare Department (may help financially with replacement of necessities but more likely to help locate these things elsewhere
    d. Veteran's Emergency Loan Program

13. Post-secondary training
    a. Get a part-time job while attending school
    b. Financial aid offered through the school
    c. Work a year and save money, then attend school
    d. Vocational Training Programs
    e. Social Security payments (in some cases)

14. Lost hand in an accident
    a. N.D. Division of Vocational Rehabilitation
    b. Workman's Compensation (if accident was job-related)
    c. Veteran's Emergency Loan Program

15. Twenty-five-year-old mentally retarded person
    a. Social Security Payments
    b. Institutionalized care
    c. Welfare Department--Aid to the Disabled Program

16. Wife unable to do housework
    a. Homemaker Services through welfare department
    b. Husband does all the work.

RESOURCES FOR USE IN FINDING AND EVALUATING POSSIBLE SOLUTIONS
(Arranged by solution)

Resources are organized in the following way: App. II-f, Possible Solutions for Case Studies, lists possible solutions for each case study. This instructional material, (App. II-g) lists each *possible solution* and the resources that could be used to either discover this possible solution or to find out more about this solution, its advantages and disadvantages. For example borrowing money could be a solution for several case studies. This solution, borrowing money, is listed in this instructional material followed by resources which would be of help to someone considering borrowing money. Addresses for these resources are given the first time the book, pamphlet, leaflet, etc. is listed.

General Resources

1. in instances of illness or death - Lasser, J. K. and Porter, Sylvia F. *Managing Your Money*. NY: Holt, Rinehart and Winston, 1961. Chap. 25 "What to Do After Trouble Hits."
2. Rehabilitation Directory: Public and Private Services in North Dakota. 1971. ND Division of Vocational Rehabilitation. Local office or Administrative Office, 418 East Rosser Ave., Bismarck, ND 58501.

3. When You Need Help. 1968. 6 p. il. 10¢ Catalog No. FS 17.402:H36. S/N 1763-0003 Superintendent of Documents, GPO, Washington, D.C. 20402 (or request from your congressman or senator)

Solution: Cutting the cost of the funeral

1. *A Manual of Simple Burial*, Ernest Morgan. 1968. 64pp. $1.00 postpaid from: The Celo Press, Burnsville, N. Car. 28714

   According to the manual, the main alternative to expensive, hastily-improvised funerals is membership in a memorial society. A list of member societies is available free from: The Continental Association of Funeral & Memorial Societies, 59 East Van Buren Street, Chicago, Illinois 60605

2. Public Affairs Pamphlet #409 Funeral Costs and Death Benefits. 25¢. Public Affairs Pamphlets, 381 Park Ave. S., New York, NY 10016

3. "What About Funeral Costs?" 1967, 4p. 10¢ National Funeral Directors Association, 135 W. Wells St., Milwaukee, Wis. 53203

4. Funerals-Burials-Benefits (1972) Bulletin No. HE208. Cooperative Extension Service, NDSU, Fargo, ND 58102

Solution: Arranging with funeral director or doctor to pay by installments.

Interview a funeral director or contact a doctor's office to see if such arrangements could be made and what would be the conditions, i.e., would there be any interest or service charges.

Solution: Increase income--reduce expenses

1. Textbooks and other references available in the local home economics department.

There are a number of books, especially paperback books, and magazine articles on reducing living expenses. Among these are:

Resources, cont.

2. Shortney, Joan Ranson, How To Live on Nothing, Pocket Books, 1 W. 39th St., New York, NY 10018, @75¢
   A thousand and more ways you can use wit and imagination to live very well on very little. Of interest to some teenagers.

3. Ferguson, Marilyn and Mike. Champagne Living on a Beer Budget. G. P. Putnam and Sons, NY, 1968. Hardcover. Approx. $5.00
   Humorously written ideas for reducing expenses

4. Fletcher, Adele W. How To Stretch Your Dollar. Fawcett World. 75¢

5. "Sixty-two Ways to Beat the High Cost of Living," Changing Times Magazine, May, 1960.

6. "Canny Guides to Cutting Living Costs," Family Circle Magazine. July, 1971.

7. Kinney, J. & C. How to Get Twenty to Ninety Percent Off on Everything You Buy. 1966. 255pp. $1.95 in paperback. Prentice-Hall, Englewood Cliffs, NJ.
   General advice, specific ways to save and cut back expenses, along with useful suggestions on wise buying.

8. Scadute, Anthony. "The Money Books" Ladies Home Journal. Vol. 87, March, 1970. pp. 147-150.
   A brief summary of the ideas contained in the author's book Getting the Most for Your Money. Many helpful hints are included.

9. O'Brien, Robert. "20 Ways to Save Money at the Supermarket." Readers Digest, Vol. 96, May 1970, pp. 68-70.
   Helpful hints on everyday shopping.

10. Sense With Dollars, Charles Neal $1.95 in paperback. Dolphin Books, Doubleday & Co., Inc., Garden City, New York, 1968.

11. How to Live Better and Spend 20% Less. Merle E. Dowd. 1966. Parker Publishing Co. Village Square Building, West Nyack, NY 10994. 237pp. $5.95
    Presents savings on a variety of goods and services in both a readable and interesting way for the novice buyer.

12. Bryant, Shari. "How Families Can Face Rising Costs." Forecast, 18:F-62+, February 1973.

13. Public Affairs Pamphlet #453. The Responsible Consumer by Sidney Margolius. 25¢

14. PAP #302A How to Stretch Your Money by Sidney Margolius 35¢

15. Consumers All. 1965 U.S. Department of Agriculture Yearbook. Superintendent of Documents, Washington, D.C. 20402 $2.95

Solution: Borrow Money--Refinance--Consolidation Loans--Extend Payments--
Repossession--Charging--Installment Buying

1. "How to use Consumer Credit Wisely," pamphlet from International Consumer Credit Association, 375 Jackson Ave., St. Louis, Mo. 63130 50¢

2. PAP #302A. How to Stretch Your Money by Sidney Margolius. 35¢

Resources, cont.

3. PAP #348A. A Guide to Consumer Credit by Sidney Margolius 25¢

4. "Consumer Credit Guide for Buying on Time," State of New York Banking Department, 100 Church Street, New York, NY 10007

5. "Your Credit Health," Credit Counseling Centers, Inc., Suite 280, Southfield Office Plaza, 17000 West Eight Mile Road, Southfield, Michigan 48075

6. Sense With Dollars. Charles Neal

7. "What Young Farm Families Should Know About Credit," 1965, 20pp. 10¢ (Cat. No. A 1.9:2135/2) Superintendent of Documents, GPO, Washington, D.C. 20402
   Credit problems and solutions in a rural area

8. Block, Myrna. "The Hows and Whys of Credit Buying," Forecast. Vol. 18, No. 3 p. F-34+, November 1972.

9. Consumers All. 1965 U.S. Department of Agriculture Yearbook, pp. 157-161.

10. References available in the local home economics department

Solution: Bankruptcy

1. "Guide to Wage Earner Plans Under Chapter 13 of the Bankruptcy Act," 1968. 67pp. $1.00 Section of Corporation Banking and Business Law, American Bar Association, 1155 E. 60th St., Chicago, Ill. 60637.
   Contains suggested forms and a practical outline of practice and procedure under Chapter Thirteen of the Bankruptcy Act.

2. "Chapter XIII Wage Earners Plan," National Association of Chapter XIII Trustees, 505 Madison St., Seattle, Washington 98104.

3. "Ready Help for People in Debt," Reader's Digest, June 1961, pp. 68-71. (Available as a reprint.)

Solution: Garnishment

1. "How to Protect Yourself From Wage Garnishments," reprint from Seattle Legal Services Center (App. II-h)

2. PAP #348A. A Guide to Consumer Credit by Sidney Margolius. 25¢

3. "The Federal Wage Garnishment Law," WH Publication 1279, Revised June 1971, U.S. Department of Labor, Employment Standards Administration, Wage & Hour Division, Washington, D.C. 20210. Free.

4. "Don't Get Garnisheed!" Daniel R. Fusfeld. Labor and Industrial Relations Center, Michigan State University, East Lansing, Michigan 48823, 21p. 25¢
   Pamphlet, adult. Gives the worker guidance about a growing threat to his financial stability.

Solution: Mother gets a job

1. Sense With Dollars. Charles Neal, pp. 33-41.

2. N.D. Division of Vocational Rehabilitations says they will retrain a woman who has to go to work because her husband deserted her.

Resources, cont.

3. Consumers All, U.S. Department of Agriculture Yearbook, 1965, pp. 175-178.

4. References available in the local home economics department.

Solution: Remaining Unemployed--Receiving Compensation

1. North Dakota Employment Security Bureau Unemployment Division, 201 E. Broadway, Bismarck, ND 58501 or ND Employment Service Offices at Devils Lake, Dickinson, Fargo, Grand Forks, Williston, Jamestown, Minot.

2. "Tips for Terminated Employees," printed by Graphic Services, 14944 21st St. S.W., Burien, Washington 98166 (Written for Seattle area but may give some ideas relative to what can be done while one is unemployed)

3. Consumers All, U.S. Department of Agriculture Yearbook, 1965, p. 201

Solution: Social Security Benefits--Death Benefits, Allowances for Dependent Children, Disability, Students (in some cases)

1. Consumers All, 1965 U.S. Department of Agriculture Yearbook, p. 201

2. PAP #409. Funeral Costs and Death Benefits. 25¢

3. Pamphlets available free from Social Security Administration offices.

4. Medicare - Benefits and Gaps: Social Security - Your Rights PAP #389, 1966

Solution: Welfare Benefits

1. Consumers All, 1965 U.S. Department of Agriculture Yearbook, pp. 201, 203

2. Interview the County Welfare Director in your local county to learn of programs available such as AFDC, Crippled Children, Emergency Relief and Food and Nutrition Services.

Solution: Insurance Benefits

1. Interview an insurance agent (if possible) to find out to what benefits a widow might be entitled.

2. Consumers All, 1965 U.S. Department of Agriculture Yearbook, p. 166.

Solution: Free or Low-Cost Health Services--Public Health Nurse, Equipment and services supplied by agencies organized to aid victims of various diseases.

1. Consumers All, 1965 U.S. Department of Agriculture Yearbook, p. 198, 202

2. Interview County Public Health Nurse to learn of services available.

3. "Help - for North Dakotans", leaflet available free from ND Division of Vocational Rehabilitation.

Solution: Lease a car

1. Sense With Dollars, Charles Neal

Resources, cont.

2. Porter, Sylvia, "Here are Major Advantages in Leasing a New Car" and "Key Reasons Individuals Shun Car Lease Contracts" Fargo Forum, February 15 & 16, 1973.

Solution: Red Cross

1. Interview local Red Cross representative or write to: State Relations Representative, American National Red Cross, P.O. Box 456, Minot, ND 58701

Solution: Financial aid from schools to help pay for schooling

1. Write to the Financial Aids Office of a school and they will provide information about financial aid available. Regulations and availability of funds change from time to time.

2. "Paying the Way to College," Co-Ed, Vol. 18, No. 5, pp. 62-63, January 1973.

3. College Scholarship Program for Indian students sponsored by ND Indian Affairs Commission, State Capitol Building, Bismarck, ND 58501

Solution: Services available to Physically and Mentally Handicapped Children and Adults

1. "Help - for North Dakotans," leaflet

2. " . . . . . .and thanks for the Easter Seal Society," leaflet available from The N.D. Society for Crippled Children and Adults, Inc. P.O. Box 490, Bismarck, ND 58501

3. Community Action Agencies. Located on each Indian reservation and an office in Fargo serving Cass, Steele, Trail, Richland, Ransom and Sargent counties.

Solution: Veterans Benefits

1. Veteran's Administration Center, North Elm and 21st Ave., Fargo, ND 58102

2. PAP #409 Funeral Costs and Death Benefits 25¢

3. Federal Benefits for Veterans and Dependents VA IS-1 Fact Sheet, January, 1973, Veterans Administration Information Service (064) Washington, D.C. 20420

4. Emergency loan fund for veterans. Contact County veteran's service officer or Dept. of Veteran's Affairs, 55½ Broadway, P.O. Box 1287, Fargo, ND 58102

Solution: N.D. Division of Vocational Rehabilitation

1. Consumers All, 1965 U.S. Department of Agriculture Yearbook, p. 203

2. "Help - for North Dakotans", leaflet

Solution: Debt Counseling

1. "Debt Counseling" pamphlet from AFL-CIO Community Service Activities, 815 Sixteenth St. N.W., Washington, D.C. 20006

2. PAP #412 Family Money Problems by Sidney Margolius 25¢

Resources, cont.

3. PAP #302A How to Stretch Your Money by Sidney Margolius 35¢

Solution: Vocational Training Programs

1. "Help - for North Dakotans" leaflet

Solution: Finding another job

1. Consumers All, 1965 U.S. Department of Agriculture Yearbook, p. 200
2. "Help - for North Dakotans" leaflet
3. Want-ads in newspapers
4. Bureau of Indian Affairs, offices located at Fort Yates, Belcourt, Fort Totten, New Town.

Solution: Workman's Compensation

1. Workman's Compensation Bureau, State Capitol, Bismarck, ND 58501

Solution: Institutionalized care

1. Grafton State School, Grafton, ND 58237

Solution: Need a lawyer

1. Equal Justice for the Poor. PAP #367 1964 (Legal Aid)

Solution: Homemaker Service

1. Homemaker Service, How It Helps Children. (1967) 24p. il. 35¢. Catalog No. FS 14.111:443 S/N 1791-0038. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Or order from your congressman or senator)
2. Do You Have a Homemaker Service in Your Town? 1963. 4p. 5¢. Catalog No. Pr 35.8:Ag. 4/H 75. S/N 4000-0011. Same address at 1. above.
3. Homemaker Services--for Families and Individuals. PAP #371. 1965.

Solution: Emergency food and medical supplies for low-income families

1. Community Action Agencies. Located on each Indian reservation and an office in Fargo serving Cass, Steele, Trail, Richland, Ransom, and Sargent counties.
2. County welfare Emergency Relief Program

HOW TO PROTECT YOURSELF FROM WAGE GARNISHMENTS

1. GET A LAWYER IMMEDIATELY if your wages are garnished. The Legal Services Center represents people who cannot afford to pay for a lawyer.

2. DO NOT GO TO COURT ALONE and do not call the creditor without legal advice, or they may help you to confess judgment against yourself, and you can lose your wages and your case without any evidence or trial or opportunity to testify. Do not sign a confession or judgment.

3. YOU ARE ENTITLED TO AN EXEMPTION of $64.00 per week, or 75% of your disposable income (income after taxes, etc. are withheld), whichever is greater. Unless a court orders otherwise, your employer should determine the amount of your wages exempt from garnishment and pay this to you.

4. YOU MAY HAVE A DEFENSE to all or part of the claim if it includes a "collection fee" or "attorney's fee," if it is an old debt, if it was incurred by fraud or deception, if you did not get what you bargained for, if you have married since incurring the debt, or if you have been through bankruptcy. Debts incurred out of state may be difficult to prove.

5. IF YOU ARE FIRED because of a garnishment, report it to your union and you may be able to file a grievance or have it arbitrated.

6. UNEMPLOYMENT COMPENSATION. Many courts say that garnishment is not "misconduct" on the job. If you are refused unemployment compensation for this reason, you have only 10 days to file Notice of Appeal with the Employment Security Department.

7. WELFARE, VETERANS AND SOCIAL SECURITY PAYMENTS and certain other kinds of government benefits cannot be garnished.

8. BANKRUPTCY OR A WAGE EARNER PLAN may be a way to protect yourself from repeated garnishments.

* * *

Seattle Legal Services Center

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Unit: Bridging the Generation Gap

Grade Level: Intermediate

Objective:

As a result of this unit, the student should be able to apply the following human relation concepts to everyday parent-teen relationships:

1. respect the other person as an individual.
2. recognize the needs of others and be tolerant of the other person's point of view.
3. talk through an issue and do so in a rational, objective and unemotional manner.
4. communicate feelings and needs to the other person.

Generalizations:

1. Open lines of communication between parent and teenager facilitate solution of problems which may exist in the relationship and prevent problems from arising.

2. When adolescents understand the responsibilities and pressures parents face, they are more likely to be tolerant of parental behavior.

3. Conflicts may not be solved satisfactorily when at least one of the persons involved has needs which prevent him from compromising his stand on an issue.

4. Recognizing that all persons are individuals and have needs they must meet enables one to be more tolerant and understanding of other people's behavior.

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LEARNING EXPERIENCES:

Stage I: (Gaining the attention and interests of students.)

Directions: Choose from the following activities the one (or more if desired) that best meets the needs of your students and you feel would be of most interest to them.

A. Play the following song while students follow along with a copy of the words. Follow by class discussion of the song to get students thinking about parent-teen conflicts. (App. III-a)

I'LL MEET YOU HALFWAY recorded by the Partridge Family on the albums "Partridge Family's Greatest Hits" and "Up-to-Date."

Other songs with a similar message are:
SHE'S LEAVING recorded by the Beatles on the album "Sgt. Pepper's Lonely Hearts Club Band"
SOMEDAY SOON recorded by Lynn Anderson on the album "A Woman Lives for Love" and by Judy Collins on the album "Who Knows Where the Time Goes."

B. Students vote on the following questions.[1] Teacher asks the questions orally and students indicate their position by a show of hands. Begin with a couple non-controversial questions and then move to subject-matter-related questions. The questions need not be discussed further; the purpose is just for students to see how others feel about these issues and to know that they are not alone in the way they feel. A total of 5-6 questions are enough to ask at any one time. Therefore, this technique could be used throughout the unit. For example, some questions could be asked at the beginning of the unit and other questions could be asked at the end of the second day or whenever they seem to fit into the day's lesson.

Noncontroversial questions might be:
___How many wanted to get up today?
___How many like hot fudge sundies?
___How many don't need hot fudge sundies?
___How many enjoyed last night's basketball game (or whatever)?
___How many like blond boys? ___How many like any boys?

Questions related to subject-matter:
___How many have disagreed with your parents about at least one thing in the last week?
___How many have at least one restriction you feel is unfair and should be removed?
___How many have at least one restriction that seems reasonable - you can see why it is there?
___How many solved at least one argument with a parent so that it was satisfactory to both of you?
___How many of you have parents who are always wrong?
___How many have noticed some way a parent could have "gotten his way" if he had approached his child right?
___How many have noticed some way a teen could have "gotten his way" if he had approached his parent right?
___How many can think of one time your parents were proud of you? when you were proud of your parents?
___How many have given your parents approval of something they have done or wanted to do in the last week?
___How many can think of an occasion when you have had "good communications" with your parents recently?

C. Students rank the following items according to the amount of conflict they usually create between parents and their teenagers: how money should be spent, use of family property (car, T.V., phone), discipline, friends, homework, the future, clothes, being in love, privacy, moral values, social activities, drinking, smoking, drugs, appearance (hairstyle, make-up), curfew. Tally lists to see which items the class as a whole rank high. Items could also be ranked according to the difficulty in resolving them.

D. Devil's Advocate.[1] The teacher plays the "Devil's Advocate" by presenting an argument using extreme and dogmatic statements on the topic "Do Away with Parents." Follow by discussion with such questions as (1.) What are some responses you want to say back to the devil when he talks like this? (2.) To what extent do you agree with the devil? (3.) Choose some other person, a small child, a college student, a parent, a grandmother and respond to the devil's comments from their point of view. Begin by identifying the person you are representing.

Note: The purpose of this method is to get students to consider alternatives to the popular views usually held, not to get the students to agree on any one point of view.

The devil's argument might go like this:
"I'm going to be the devil today and tell you what I think. I think parents should be done away with! We don't need parents anyway. What good are they? All they do is get in the way. Why, if there were no parents around to tell kids what to do, think of all the fun they could have. There'd be no rules or restrictions at all because there would be no one to set them and no one to enforce them. Mother wouldn't be harping about keeping the room clean. No one would say that costs too much money, you can't buy it; be home by midnight; you've talked on the telephone long enough. Kids wouldn't have to take into consideration the needs or feelings of their parents when they wanted to do anything. They could watch any T.V. program they wanted instead of having to let Dad watch his favorite program, and they could use the family car whenever they wanted to. No one would be there to say, "Are you sure that's the kind of person you want for a friend?" So speaks the devil.
(Transparency master of the devil, App. III-b, could be shown on the overhead projector while the teacher presents the devil's argument.)

Stage II: (Teaching the subject-matter.)

Directions: Choose either activity A or B or do both. Some students may do activity A (simulation game) while others are doing activity B; then students may reverse so all get to play the simulation game. You may want to introduce the game to the entire class and have a group play a practice round while the others watch, then schedule times for the entire class to play. The use of activities A and/or B is flexible to permit you to set up a schedule most advantageous to your class size and time available and to bring in the issues which are most relevant to your students.

Note to teacher: Following each conflict situation (Activity B) a change is made in the situation. In order to bring out the generalizations, the situations need to be viewed both as originally written and with the change incorporated. This can be done using the second variation of role plays. (See Learning Activity B, 2, b for Stage II). If this particular variation is not used, discussion of the simulation game and/or the conflict situations should be structured to bring this out. For example the questions, "How would the situation differ if the daughter of the mother's friend had had a baby out of wedlock (Conflict Situation #2)? Why?" could be asked.

A. Students play the simulation game Generation Gap and discuss following suggestions in the instructor's manual, p. 14. Additional ideas for discussion questions are included with this unit. (App. III-c)
(Generation Gap game available on loan from Office of the State Supervisor, Vocational Home Economics, State Office Building, Bismarck, ND 58501. It may by purchased from Western Publishing Company, Wayne Distribution Center, 150 Parish Dr., Wayne, NJ 07470 for $15.00.)

Either of the following variations of the game could be used:

1. After the students have learned how to play the game, have them write additional issue cards and have students draw cards at random to use while playing the game. Students could develop issue cards on situations relevant to them.

2. In scoring, rather than have the teen determine his or her behavior, use a coin toss or spinner to determine behavior. (In real life, circumstances beyond our control can determine our behavior.) This would give the participants an even start toward compromise and would add more chance and maybe more enthusiasm to the game.

B. Exploration of conflict situations by students. (App. III-d) Students could use the situations in the appendix or write situations of their own which would be more relevant to them.

Exploration of the conflict situations could be done in any of the following ways:

> Note to teacher: The purpose of these discussions is not to decide on an appropriate course of action but rather to explore the causes and effects of the behaviors illustrated in the situations, to explore the feelings and the expression of these feelings which occur in parent-teen relationships, and to develop empathy and insight into other points of view and ways of behaving.

1. Small groups each choose one conflict situation to discuss and then share in class for further discussion. A guidesheet of questions could be used to facilitate and direct discussion. Questions 1-9 on the list of possible questions are especially appropriate for this activity.
(App. III-c)

A variation of this method would be to have at least two groups interpreting the same situation. This should bring out the diversity of attitudes among the students concerning the nature of the parent-teen relationship and help them see that there is no one right way to solve problems.

2. Small groups could present these situations to the class in the form of short skits or role plays or variations of role plays followed by discussion. Questions 10-15, 4-7, 16-18, and 9 are possible questions from the suggested list to use following role plays or skits.
(App. III-c)

Variations of role plays:

a. One cast starts out the play. A timer is set for about 1½ minutes. The teacher assigns at least one new cast member when the timer buzzes who must take over the situation as it was when the timer went off. Additional discussion questions appropriate for this variation are: When you entered the situation did you change the character? How? In what way did this change effect the other person's behavior or change the direction the situation was taking?

b. When another person takes over a role, as described in variation a, he is assigned to be a different kind of person. For example the first father in situation #7 (haircut) is a reasonable person who will listen to logical reasons why Bill does not want a haircut. The second father is a person who has a need to dominate every situation and enforce all the rules he makes. One person roleplaying Bill would try to persuade his father to see his point of view calmly while another "Bill" gets angry and insists on having long hair to spite his father. Those watching the role plays should not be aware of the kind of person that is being role played. An additional discussion question appropriate for this variation is: How will the outcome be different in the two instances and why?

c. When the buzzer rings, as described in variation a, the "parent" and "teen" reverse roles and role play the other person. The two people then compare their feelings when taking over the opposite role.

d. Two groups could act out the same situation--one when the parent and teen were understanding each other--one when they were not understanding each other. The two could be contrasted--"How did you decide which was understanding and which misunderstanding?" "How did the behaviors differ in each?"

e. Investigation or reporting
Half of the students are give "assignments" as newspaper reporters and they are to interview the other half. Pairs are assigned the same problem, one is the parent and one the teen. One reporter interviews the teen, the other the parent. Results of the interviews are compared.
For example: (Each reporter gets one of these) You are working for the Adams County Record (or whatever) as a reporter. Your latest assignment is to get the scoop on why Mrs. Jones and her daughter can't seem to get together on the proper age for Miss Jones to start dating. You are to talk to Mrs. Jones and find out what the problem is, what her daughter wants, how she has been handling this situation, why she has been doing things this way, how her daughter has reacted, etc. Another reporter interviews Miss Jones on this issue. Issues would be chosen from the conflict situations or other problems the class suggested. If the class is smaller, one reporter could interview parent and teen on the same issue.

d. An issue that is currently causing disagreement between parents and teens could be the basis for a panel discussion or debate. A local issue would be more meaningful. A leader would be needed. Speakers must be recognized by him to make a contribution. All "facts" must be documented. Students are divided into two teams--one parent, one student. Parent team members must talk to at least three parents to find out points they could bring up to argue for their view. Student members must do the same with three teens not in class. Before the discussion begins, time is allowed to compile a list of questions to ask the opposition, and points to support their side. Representatives of each side are chosen. After the discussion has been going on, the leader could open the floor to anyone even though not on the panel who gains recognition. He must speak from his team's point of view. The leader might also present questions to redirect the discussion if it gets off the track.

Stage III: (To reinforce that which has been learned as well as to stimulate students to apply the information in other situations.)

Directions: Choose at least one of the following activities; however, all could be used at the appropriate times. For example, Activity B would not be part of this unit but would be taught at another time during the year.

A. Students develop in writing plans which could be implemented to reduce tensions within their own family. Plans would not be shared with the class but would be private between teacher and individual student. If this activity needs to be made less threatening to students, it need not be shared even with the teacher, the situation itself need not be identified but only the plans to reduce tensions shared, or only the results need to be shared with the teacher.

B. Subsequent units on sibling relationships, husband-wife relationships, girl-boy relationships which have the same objectives as this unit.

C. Students interview two parents other than their own or in addition to their own on one of a choice of questions. Parents could be anyone with children over 10 years of age.

Possible Questions:

1. What are your goals for your children?
2. What is one of the hardest things about being a parent?
3. Is there a generation gap? If so, what do you feel is the cause and what could be done about it?
4. What subjects are most difficult to discuss with your son or daughter? Why?

Students then tell orally or in writing what they learned about parents.

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[1] techniques adapted from those described in Raths, Harmin and Simon. VALUES AND TEACHING. Columbus, Ohio. Charles E. Merrill Pub. Co., 1966.

EVALUATION IDEAS:

Students could be given a choice of these activities.
Results of these activities should show that students are applying the human relations concepts listed in the objective.

A. Students determine a solution to conflict situations between parent and teen other than those discussed in class. Conflict situations are presented in the form of letters to "Ann Landers" and students' responses are a reply to these letters. (App. III-e)

B. Students respond in writing to any of the following questions:
  1. What do you think is the hardest thing about being a parent today?
  2. What things might you do differently and/or the same as your own parents when you raise your own children? Why?
  3. Who should take the responsibility for narrowing the "generation gap"? Why? Or should it be narrowed? Explain.
  4. What are some creative things you could do to help your parents understand your feelings or point of view?

C. Students react to the picture without caption which shows a parent-teen situation. (App. III-f) Cartoons on pp. 129, 184, 185, 204 and 260 of *Relationships*. Helen Gum Westlake. Ginn & Co.: Boston, Mass., 1969. could also be used as well as other appropriate pictures from current magazines and newspapers.

D. Students write a short story about parents and teens which illustrates understandings gained from this unit.

E. Students show through pictures (collage, poster, etc.) understandings gained from this unit.

F. Activity A, Stage III could also be considered a method of evaluation.

G The ultimate in evaluation would be a noticeable improvement in a previously unsatisfactory relationship between student and parents.

IDEAS FOR:

F.H.A.

A. Play Generation Gap with parents.

B. Have a panel discussion on parent-teen relationships with both parents and teens as participants.

WORK EXPERIENCE:

A. Interview parents via tape recorder to get their views on parent-teen relationships. Play the tapes for class and lead a discussion of them with the class or prepare a written interpretation of the tapes. (Similar to Activity C, Stage III, p. 20.

B. Activity A, Stage III, p. 20.

QUEST:

A. Using a movie camera, students write a script for, direct and film one or more of the role play situations. The film would then be available for another time--for someone who had been absent, for use during an open house or program for parents.

B. Construct a game with the format of Generation Gap based on another relationship such as husband-wife or employer-employee.

C. Read a short story that deals with parent-teen relationships such as those listed below and analyze the parent-child relationship described in the story. The teacher may want to give the student some help on what to look for in the story. There is a descriptive phrase accompanying each of the story titles listed below which may help give direction to the analysis.

See Rose M. Somerville. Family Insights Through the Short Story. Bureau of Publications. Teachers College, Columbia University. New York, New York. 1964 for additional suggestions for teaching through literature, additional story titles, and a brief explanation of stories.

1. "Deja Vu" by Miriam McKensie (10pp.) in The Best American Short Stories 1962, Martha Foley and David Burnett, eds. New York: Lippincott, 1962.
   The rejected child grows up to play a rejecting role toward her own children.

2. "It's An Old Story" by Steve Goodman (9pp.) in Thicker Than Water, W. R. Wunsch and Edna Albers, eds. New York: D. Appleton-Century, 1939.
   Exploitation of children to meet emotional needs.

3. "The Bronco Buster" by Peggy Bennett (15pp.) in New World Writing, Third Mentor Selection, New York: New American Library, 1953.
   A boy in early adolescence from a home marked by economic hardship and desertion finds it difficult to cope with adult demands, and perishes.

4. "A Mountain Summer" by James Ballard (25pp.) in The Best American Short Stories 1953, Martha Foley, Ed. New York: Ballantine, 1953.
   Conflicts between adolescents and parent surrogates, and the difficulty of such conflicts being intensified when there is no backlog of trust and affection in the relationship.

5. "Truth and Consequences" by Brendan Gill (4pp.) in Seventy-five Short Masterpieces, Roger Goodman, ed. New York: Bantam, 1961.
   A boy begins to realize that he is fulfilling his mother's, not his own, professional aspirations.

6. "Who Lives Alas Away" by Claire McGrath Butler (25pp.) in New World Writing, Fifth Mentor Selection, New York: New American Library, 1954.
   Parents who are preoccupied for a long time with their sorrow and guilt feelings fail to provide emotional support for their remaining child in her lonliness.

The following plays, which deal with the concept of generation gap, could also by analyzed.

1. "I Never Sang for My Father" by Robert Anderson in The Best Plays of 1967-1968 by Otis L. Guernsey. New York. Dodd, Mead, and Company. 1968.
   A summary of the dialogue with the main but not all parts included.

2. "The Subject Was Roses" by Frank D. Gilroy in The Best Plays of 1964-1965 by Otis L. Guernsey. New York. Dodd, Mead, and Company. 1965.
   A summary of the play with commentary and main but not all of the dialogue parts included.

D. Students read "One Outside" a short story in Co-Ed. March 1973. pp. 36-40. This story develops the concept of the importance of good communication in a family.

Points for discussion:

1. Parents are human beings. What are their strengths and weaknesses? Do you expect too much from parents? Do your parents expect too much from you?
2. What happens to family members when they are not included in all that goes on? Do families hurt children with too much protection? With too little protection?
3. What benefits are there for a family that communicates well, especially when they face a crisis?

Additional Resources for Teaching Parent-Teen Relationships Concepts

1. "Understanding Your Parents" Guidance Associates, Pleasantville, New York 10570, 2 filmstrips with record $35.00 Catalog number V-105-708

   Emphasizes today's parents and children equally share responsibility for rewarding family relations. Program features dramatic format showing typical family stress situations and focuses on ways students and parents can communicate and gain insight into each other's opinions and problems.

2. "Getting Along with Parents," SRA Junior Guidance Series Booklet. Grades 6-9. No. 5-1087. 1-24 copies, each $.92. Science Research Associates, Inc. 259 East Erie St., Chicago, Illinois 60611

3. "How to Live with Parents," SRA Guidance Series Booklet. Grades 9-12. No. 5-33. 1-24 copies, each $.95. Science Research Associates, Inc. 259 East Erie St., Chicago, Illinois 60611

4. An additional source of fiction to use in relationship units are the short-stories in popular magazines such as Redbook.

5. Relationships. Helen Gum Westlake. Boston, Mass. Ginn and Co. 1969. Chap. 12, pp. 128-138.

6. "How Much Choice Do I Have?" Co-Ed. September 1972. pp. 38-42.

   This rap session among students could lead to classroom discussions of parent-teen relations.

7. Parent-Teenage Communication. Public Affairs Pamphlet #438. 1969. $.25 Public Affairs Pamphlets, 381 Park Ave. South, New York, New York 10016

8. Talking It Over at Home: Problems in Family Communication. Public Affairs Pamphlet #410. 1967. $.25. Public Affairs Pamphlets, 381 Park Ave. South, New York, New York 10016.

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I'LL MEET YOU HALFWAY (Wes Farrell-Gerry Goffin)
recorded by the Partridge Family on the albums
"Partridge Family's Greatest Hits" and "Up-to-Date"

Will there come a day you and I can say we
can finally see each other.
Will there come a time we can find the
time to reach out for one another.
We've been traveling in circles such a
long, long time trying to say hello. Oh.
If we can just let it ride 'cause you're
someone I'd like to get to know.
I'll meet you halfway.
That's better than no way.
There must be someway to get it together.
And if there's some way
I know that someday we just might work
it out forever.
I know that someday
Will there come a day you and I can say we
can finally see each other.
Will there come a time we can find the
time to reach out for one another.

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Discussion Questions

What does this songwriter feel is the cause for disagreements or misunderstandings between people?

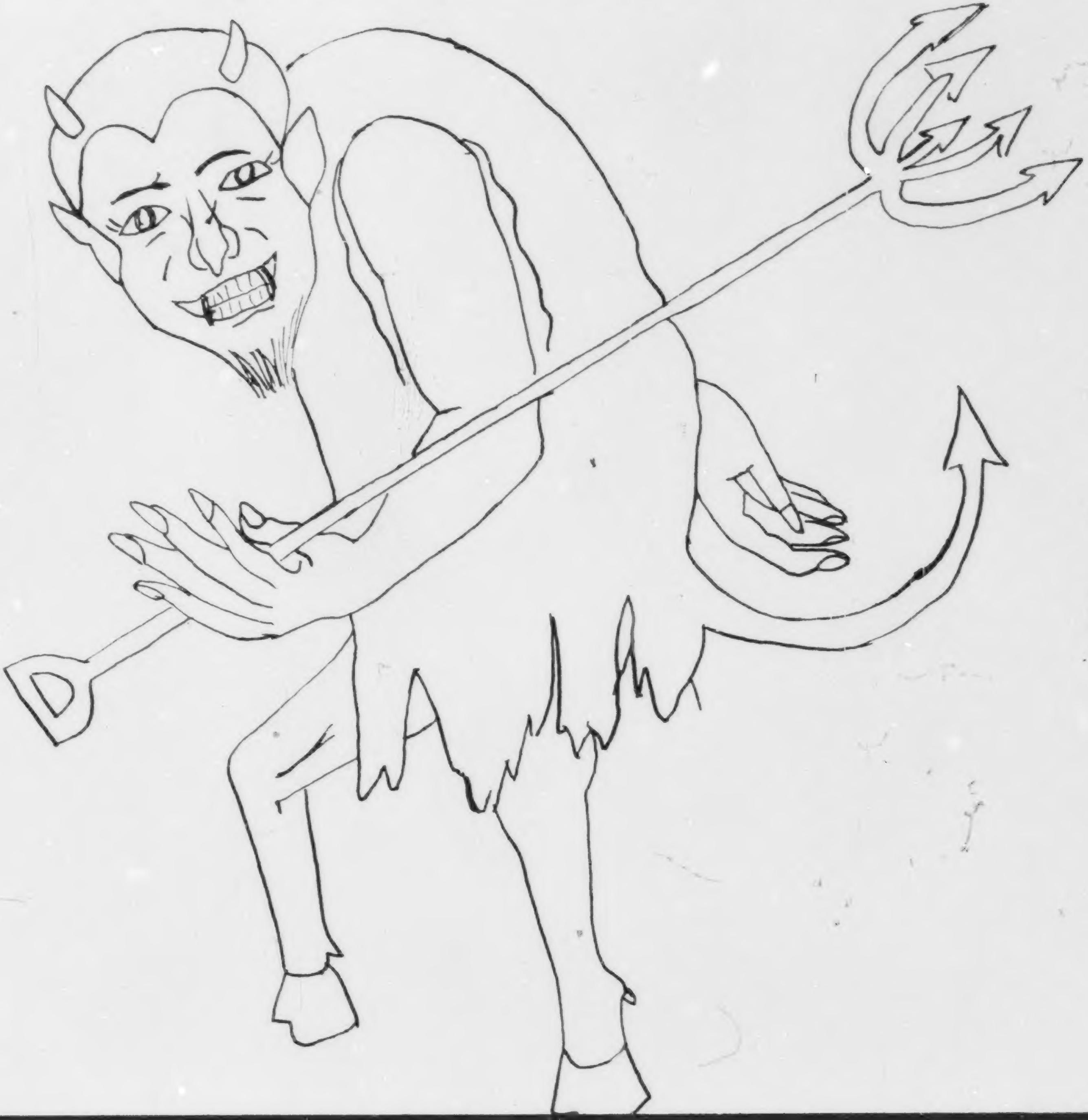
What possible solution does it suggest?

How could this be applied to parent-teen relationships?

Assuming this song is speaking about parent-teen relationships, what attitude does the singer have about working out disagreements?

Is this a realistic way of approaching the problem? Why or why not?

Would this approach work for solving all problems teens have with their parents? Why or why not?



III - 8

Possible Discussion Questions

Note: Some answers are given to help the teacher see how to bring out the generalizations.

1. Why did the teenager disagree with parents in this situation? The parents disagree with the teenager?
2. How could teenagers handle or react to this problem? How could parents react? (List as many reactions as possible whether or not you approve of them.)
3. How would each of these ways of behaving make the other person feel? How would they react?
4. In which reactions are the teenagers compromising or giving in? In which are the parents compromising? In which both? In which are each (parents, teens) compromising on something important to them?
5. Why might the parent or teen be unable to compromise on the issue? (parents may not want their child to grow up and leave--this makes them feel old; other children in the family may have done something, i.e. been involved in a car accident, got pregnant; parents have business worries or financial pressures; parent had a bad day--was "put-down" by the boss or the tractor needs expensive repair; parent feels authority is being threatened, etc.)
6. What could be done then? Would this solution be satisfactory? Why or why not? Could the relationship be made more satisfactory to both parent and teen even if one is unable to compromise on the issue? Why?
7. What kind of teen behavior would enforce the parent's views that he is right on the issue?
8. Which, if any, of these ways of reacting to the situation do you think would be most satisfactory? Why?
9. Can all issues be solved satisfactorily? Why or why not? (No, because sometimes one party is unable to compromise on an issue.)
10. What is the problem?
11. How did the parents act? The teenagers? The others involved?
12. Is this typical?
13. Why is this a problem? Why do these people disagree on this issue? (getting at the basic issues involved)
14. What are some things which influence how parents feel about this issue? (See answer to question #5)
15. How could this situation be handled differently?
16. If you were the parent would you be satisfied with the decision? If you were the teenager? Why?
17. How did the solution affect the relationship between parent and teen?
18. How can you solve this problem so both parent and child would be somewhat satisfied?

CONFLICT SITUATIONS

Note: These are only suggested situations. Other situations suggested by students or situations currently causing conflicts for your students could be used. Each situation could be used either for role play or for exploration by small groups. There is a break in each situation marked like this: (/ . . .). If the situations are used for role play, only the information up to this mark should be given students. If the situation is used for exploration by small groups, the entire situation can be given to students.

1. Mother, cleaning up 16 year-old Bob's room, finds evidence of pot-smoking. She is pretty sure of what it is, but can't prove it without going to someone else for confirmation, which she doesn't want to do. She would like to confront Bob and bring the matter out in the open, but what will she say if Bob denies the whole thing? When Mother tells Father, he insists on confronting Bob./ . . . . The confrontation begins with the parents mentioning to Bob that they are aware that he is doing something illegal, dangerous, and possibly immoral. Bob feigns ignorance by asking, "What are you talking about?" They tell him directly and he denies any wrongdoing. He launches into an attack on the parents for not trusting him, for breaching his privacy by going through his belongings, and for getting "uptight" about something so harmless. Having spoken his mind, he begins to leave the room.
SITUATION CHANGE: Recently a high school senior who was suspected of being on drugs committed suicide.

2. Joyce, age sixteen, has apparently been taking "The Pill" without her parents' knowledge or consent. When Mother was cleaning her room she found a packet of pills on the floor behind the desk, where they apparently rolled after falling from the dresser. Joyce has a boy friend, but the parents didn't know the relationship was "this serious." Confronted with the evidence the daughter/ . . . evinces surprise that they are so upset. She says, "Everybody takes the pill." Why, then, the parents counter, did she hide them if she didn't think she was doing anything wrong? She didn't hide them, she says, and then she goes on the offensive: what's wrong with what she was doing since she was taking the responsible precautions against becoming pregnant? What's wrong with showing affection for someone you care about? Why do parents always make everything personal seem dirty?
SITUATION CHANGE: The daughter of her mother's best friend recently had a baby out of wedlock.

3. Tom, age sixteen, has just gotten his driver's license. He has been saving his money for a year to buy a motorcycle and finally he is ready to buy it. Father says, "No!" and things break loose./ . . . In the ensuing uproar, Tom says, "You never let me do anything." "You treat me like a child." "You don't trust me." and finally, "I'm going to buy it anyway. It's my money and you can't stop me." Father tries to reason by saying, "It's not that we don't trust you, it's just that we think motorcycles are too dangerous. Too many kids have been hurt in accidents. Why don't you wait until you're older and buy a car?"
SITUATION CHANGE: Tom is an only child born late in his father's life; Father is now 60 years old.

4. Jan, aged fifteen, and Doug, aged seventeen, never go to church any more. They both have let their hair grow long, wear casual clothes all the time, and take pride in expressing radical political positions. Mom and Dad don't even begin to understand, but they try to be tolerant thinking that too much pressure would only make them more rebellious. Finally, the parents' tolerance level drops and there is a confrontation, the line on the children's behavior and dress has to be drawn somewhere./ . . . Dad asks, "Who's in charge of this household anyway?" The kids retaliate, "We have our rights, too!" "But," say the parents, "the life-style you are falling into offends us, we just can't sit by and grit our teeth." This starts off a prolonged argument, with the kids saying how the parents' life-style is out-of-date and how they are trying to find peace and happiness in a world that the parents' generation succeeded in messing up.
SITUATION CHANGE: The parents are insecure in their own value system and feel that their values and themselves are being threatened by their children's behavior.

5. Betty has been asked to the prom by Joe, one of the most well-liked and well-respected boys in school. An all-night party is being planned for after the prom. She is about to ask her parents' permission to go./ . . . Her mother's response was a quick and definite "No!" Betty was expecting that exact answer so she was well prepared with reasoning ammunition. She took a deep breath, gritted her teeth, and carefully forced out her attack. "Why not? I'm sixteen years old now. At my age people should be able to have a few more privileges. Everybody else in my class is going. The party will be chaperoned." "I'm not discussing it any further. I won't have my daughter running around the country all night. You are not going," her mother replied.
SITUATION CHANGE: Betty's mother doesn't want to acknowledge the fact that Betty is growing up because that means that she is getting older too.

6. George and his friends were at a party out at the dam. Unfortunately the police arrived before George had finished his fifth beer. He is now at the police station awaiting the arrival of his parents--who are walking up the steps./ . . . His dad was absolutely furious. "Well, what have you got to say for yourself? I never thought I'd see the day I'd have to go to the police station to pick up my son." "Ah, come on Dad," George grinned. (He still wasn't too concerned about what was going on!) "Everybody likes to have a few drinks now and then--you do." "That has nothing to do with this. What I do is my business. What are people going to think anyway?" "What do I care what people think? Doesn't make any difference to me--I'm not going to stay around here anyway." His mom started to cry. "Oh for pity sakes, woman, don't start that!" his dad said. "Yeah, we can do without the waterworks," George agreed. "Don't start sassing your mother. You've got enough trouble already. What do you plan to do about it?" "Just sit here and wait for February 30th probably." "That's just exactly what I ought to do with you!"
SITUATION CHANGE: George's parents are afraid to set any rules for him for fear it will mean they "don't love him" if they are too strict.

7. Bill's father has been telling him to get a haircut. He hasn't. There's a dance Friday night. Bill wants to use the car./ . . . so he's going to try to get in a few extra points with his dad before he asks him. He combs his hair behind his ears and off his forehead and walks into the living room. "Hi, Dad, how's farming these days?" "Not bad," his dad replied. "I'm one of the guys outstanding in my field." Bill laughs. "Hey, you've got a pretty good sense of humor." "Thanks--but you didn't think too much of it last week when I told you to get a haircut--which you never did. What do you need the car for this weekend?" "How did you know I was going to ask for the car. Well, there is this dance. I thought I'd probably go if I could use the car." "You're perfectly welcome to it--as soon as you get your hair cut--or at least trimmed." "What does my hair have to do with my driving?" "Only this: if you don't get a haircut you won't be driving my car." "For gripes sakes, can't you be reasonable just once?" "Sorry--that's the way it is."
   SITUATION CHANGE: Bill's father has a need to dominate all situations and enforce all rules he makes.

8. Friday night Jane's parents let her take the family car into town for the basketball game. She got home about 2:00 a.m. It's eleven on Saturday morning. Jane's mother is in the kitchen starting dinner. Jane is just coming in for breakfast./ . . . "Well, where have you been," her mother greeted her. Jane didn't answer her. "Where were you last night? Your dad was about ready to come looking for you--we thought you must have had trouble." "I went over to Ann's house for awhile." "For awhile? It must have been after 2 when you finally got home. How long is 'for awhile'? That game must have been over by at least 9:30!" Jane decided to try reasoning with her. "Ann invited some of us over after the game. Everybody was having fun and I couldn't see what it would hurt to stay until it was over. I had a good time, I didn't do anything wrong. I didn't get hurt, there was nothing for you to worry about." "Listen here young lady--as long as you are living in this house you will not be staying out until all hours--especially when we are nice enough to let you use the car. You just better be minding your tongue or next time you'll stay home altogether."
   SITUATION CHANGE: Jane's mother has heard so much on T.V. and read so much about "wayward teens" and the "new morality" she immediately suspects the worst.

9. Sue's mother likes a really clean house. She spends a lot of every day cleaning. Sue is very active in school activities--cheerleader, school paper, FHA. There just isn't time to hang up every outfit or make her bed every morning. The order has once again been issued to restore order to what has come to be known as "Sue's Sin." Unfortunately the decree fell on the day the paper had to be ready for print./ . . . Sue was running out the door just minutes before she was supposed to be at paper staff meeting. From behind her came the sound she'd been avoiding. "Susan! Did you get your room picked up?" "I didn't get at it, Mom, but I'll do it tonight for sure. The paper has to be out tomorrow--and I do have some responsibility to them, you know." "You also have a certain amount of responsibility to this household. If you can't manage your time so you have time to do your share around here then you better give something else up." "I'm sorry. I'll try to get it done tonight but I have to get down to the school now. Bye." "Susan!" "I have to get going now. I'll do it later." "You'd better. This is your last chance before I'm taking some drastic measures. Do you hear me?" The door slammed.
   SITUATION CHANGE: Sue's mother is entertaining a group of ladies from her church the next day.

10. Alice doesn't especially enjoy school but she studies hard and usually gets B's and C's. This year she is taking office practice. It's made school a lot more enjoyable--especially since she has had an A every six weeks. She is thinking about a career as a secretary. Her parents have always dreamed of the day their little girl can go to college. Report cards came out today. Alice got all C's except for her A in office practice./ . . . At supper, Alice's dad says that he saw Bert Johnson downtown this afternoon. Bert mentioned that his son, Mark, got A's in all but one class this time. "That kid will really be something someday. How did you do Alice?" "Not very well. I got almost a straight C--except for office practice. I got an A in that. That class is really fun!" "C's! What good are C's! Anybody that is planning to go to college has to do better than that. You better be buckling down and studying this six weeks or you're going to loose some privileges." "I got an A in office practice--that's pretty good--and I already study all the time." "Office Practice! What good will that do you in college? You should be taking chemistry and physics, not all that sluff stuff." "I'm not going to college. I want to be a secretary." "What?" Alice's mother got up to serve dessert. "Oh, no. Not this again. Alice, we've planned for years so you could go to college."
SITUATION CHANGE: Alice's father had wanted to be a dentist but when he finished 8th grade his father needed him to help on the farm. He never attended high school and now he owns the family farm which he purchased after Alice's grandfather died.

11. Pete had worked the past summer to earn enough money for a car and the insurance. He thought this extra insurance premium for those under twenty-five was unfair, but his father had insisted that Pete earn enough to cover it before he could buy a car. Pete's allowance was not very big, and his jalopy ate up a lot of gasoline. He had promised to pick up some of the fellows that evening, and he did not want to sponge off them for gas. So he had asked his father for an advance on his allowance, but his father had said, "Nothing doing."/ . . . "Why not? How can you be so stingy? My friends have bigger allowances and can still get advances in emergencies, but I'm always broke." "Sorry Pete, but it's your car and you're stuck with it." Pete went out of the house, slamming the door. He jumped into the car, started it and put it in gear and pulled away from the curb with screeching tires. He was angry. He had asked his father for an advance on his allowance, which he needed badly, and the old man had turned him down flat.
SITUATION CHANGE: Pete's father was having business troubles and there was just not enough money to go around. But his father was proud and would not admit that he could not afford to give Pete a bigger allowance.

LETTERS TO "ANN LANDERS"

Dear Ann Landers,

The next time I see an article about how many teenagers use drugs, I'm going to scream! My mother has read absolutely every one of them--to me. That's not half the problem.

Every time I go out of the house I get the third degree-where I was, what was I doing, who was there, what were we doing, were there any drugs or alcohol. She suspects everybody of pushing drugs--or at least of using them. What can I do? I feel like I'm living in a prison. If I don't get some freedom and respect for my privacy pretty soon (I'm 16) I'll be a wreck.

Dear Ann Landers,

I'm a 16-year-old girl, mature for my age, and deeply in love with my boyfriend who is 18. We plan to get married as soon as I graduate from high school next year. We want to become engaged at Christmas time but my parents won't even listen to us. I don't know what to do. It's getting closer--we've already picked out a diamond. I really don't want to go against my parents or hurt them, but if they can't understand this, that's probably what will happen. They don't object to my boyfriend--in fact, they like him a lot. Why won't they be reasonable about this?

Dear Ann Landers,

What do you do with a father who criticizes every one? My dad never likes any of my friends. There is always something wrong with the way they dress, the church they go to, the look in their eye, the list goes on and on. I could put up with it if he just complained to me but you never know when he's going to say something to them. I've been so embarrassed so many times I don't dare bring my friends around home any more. My mother always asks why we don't get together at our house sometimes instead of me always going someplace. If she only knew! What can I do?

Dear Ann Landers,

I'm a girl, fifteen, get good grades in school, and have never been in any trouble. Even though I have what you might call a "clean record" my parents won't let me do anything (go on dates, wear makeup--anything) that other girls my age are doing.

Several times I've tried to talk it over with them and find out why but the only reason they ever give me is "It's for your own good. Look what happened to your sister." (She had to get married when she was 17.) I don't think it's fair for them to keep comparing me with her. Help! I'll be an old maid before they let me out of this house after supper.

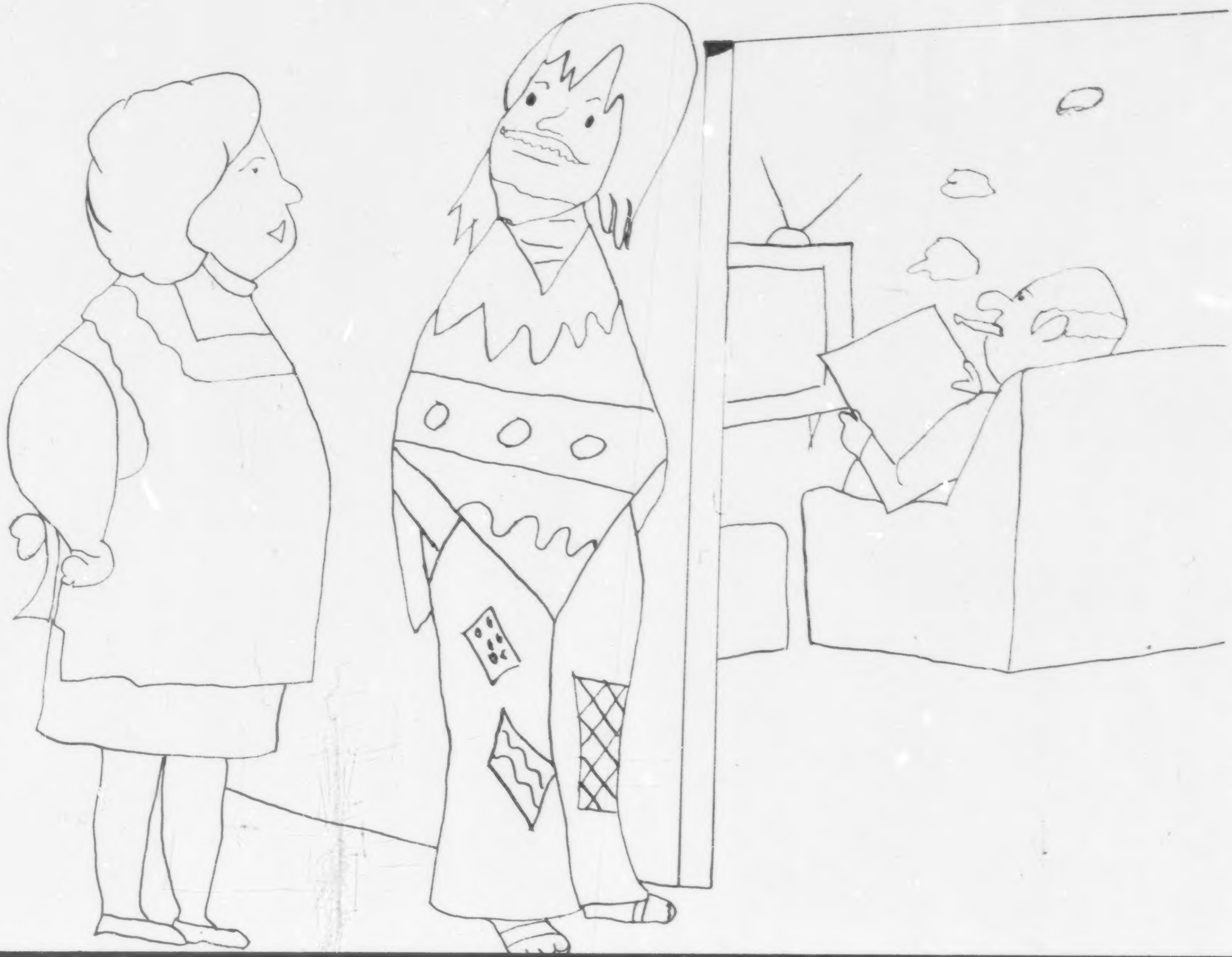
Dear Ann Landers,

I have a problem that needs to be solved soon. My mother and father both work so there is no one home to take care of my brother (first grade) when we get home from school. My parents expect me to do this every night besides starting supper sometimes. I don't mind helping out once in a while but it's pretty hard to take part in after-school activities. I'm missing most of the fun of high school just because of this. Do you think this is fair? What can I do?

Signed,
He's heavy, he's my brother

Dear Ann Landers,

Some of my friends and I are planning a big camping trip next summer. We've talked about it all winter. Now my folks have decided I can't go. They say it is because they can't afford to let me go, but I know it is because they don't trust me. We're all sixteen and seventeen (I'm 16) and old enough to take care of ourselves. We've argued and argued but they won't break down. None of the other parents are being so narrow minded. What can I do? This is the most important thing I've ever wanted to do. I'll die if I don't get to go.



III-f

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REBELLION

Unit: Rebellion

Grade Level: Intermediate

Objectives and Sub-Objectives

As a result of this unit, the student should:

1. Become more tolerant of those in authority positions through a better understanding of teenage rebellion.
    a. Identify persons who are authority figures to teenagers.
    b. Identify reasons why teenagers rebel against authority.
    c. Develop sensitivity toward the feelings of a person in authority.
    d. Decide when the limits of useful rebellion have been achieved.

2. Be able to determine ways of expressing emotional feelings other than through rebellion.

Overall Generalization:

Understanding people's behavior and the motives behind their behavior can lead to more harmonious relations between people.

Sub-Generalizations and Supporting Facts:

1. Because the teenage years are often times of emotional turmoil, teenagers may rebel against authority figures.
    a. Rebellion indicates that emotions have reached a peak.
    b. Reasons for rebelling may be:
        1. Values which conflict with parents' values.
            - delayed gratification (plan for the future) vs. immediate gratification (concern for present only)
            - striving for success, the work ethic, accumulation of material possessions vs. nonmaterialistic values
            - valuing people for what they do vs. valuing people because they are people
            - education as a means to success and progress vs. education as an activity to be enjoyed, as an end in itself
            - conformity vs. individualism
            - old vs. new life styles with emphasis on nature and simplicity
        2. Physical and psychological changes of adolescence
        3. Striving for individuality and independence
            - trying out different life styles and roles
            - testing parents
        4. Seeking recognition from parents and peers
        5. Anger about inconsistent behavior in others, i.e., the inability of adults to solve problems of poverty, injustice, wars, racial intolerance, pollution
        6. Irrelevant education which stresses subjects which have no relation to life or no "use value."
2. Rebellion against society and parents helps youth achieve independence and maturity.
3. When rebellious behavior is carried to the extreme, it can antagonize the recipients of this behavior and work against those rebelling.
4. If more positive forms of behavior than rebellion are exhibited, the people toward whom the rebellion is directed may react more positively too. Positive behaviors are:
    a. Understanding and accepting the feelings of others.

Rebellion cont.

- b. Demonstrating maturity by acceptance of responsibility.
- c. Commitment to an ideal by concrete action, i.e., doing something about a perceived problem rather than just talking about it.
- d. Talking over a problem and trying to arrive at a solution rather than arguing about it.

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Stage I: (Gaining the attention and interests of students.)

Directions: Do Activity A and/or Activity B or C.

A. Pretest Activity - Devil's Advocate[1]

The teacher plays the Devil's Advocate by presenting an argument using extreme and dogmatic statements on the topic "Down With All Authority." Follow by discussion questions such as:

1. To what extent do you agree with the devil? Disagree?
2. How strongly do you feel about what the devil says--strongly agree or disagree, mildly agree or disagree, or do you feel neutral, neither one way or the other?
3. Assume that at least some of the people do do the kinds of things the devil says they do. How do you feel like acting when people do these kinds of things?

Oral or anonymous written answers to these questions could be used to gauge the extent of students' feelings about those in authority positions. NOTE: It will be important that the students feel free to agree with the devil.

The devil's argument could go like this: "I'm going to be the devil today, and I say DOWN WITH ALL AUTHORITY! The people who have authority over us really put a damper on fun. They even prevent me from doing my own thing. People in authority are always telling me what to do and how to do it. If I don't do things their way, brother, watch out! Like my parents, for instance. If I don't toe the line, I've had it. And teachers, they never give you any freedom, just a lot of work you have to do. Even my grandparents get into the act sometimes. When I go to work, my boss is giving me all kinds of directions. So I say, 'Let's get rid of all people who have authority over someone else.'" So speaks the devil.

(Transparency master of the devil, App. III-b, may be shown on the overhead projector while teacher gives the devil's argument.)

B. Teacher and/or some students "stage" a rebellion or protest, have a picket line, carry placards, hand out leaflets, etc.

Follow by discussion. Possible questions are:

1. In what ways do people (teenagers and others) express rebellion or protest? List as many as you can.
2. Who do people rebel against?
3. Is rebellion something new? Is it normal? Is it different in any way than it used to be?
4. Why might people, especially teenagers, rebel?

NOTE: Students are not expected to have complete answers to these questions; they are meant mainly to arouse curiosity. The filmstrip, Activity B, Stage II, p. 30 covers these points as well as others.

C. Begin with the discussion questions for Activity B above.

Students prepare a bulletin board, display or large collage showing many different kinds of rebellion or protest, social and personal (as illustrated in the filmstrip) as well as historical, i.e., Revolutionary War, Civil War. Materials used could include pictures, newspaper clippings, headlines, objects (peace sign patch) bumper stickers (for example, Minnesota, Land of 10,000 Taxes), etc.

Learning Experiences cont.

Stage II: (Teaching the subject matter)

Directions: Do Activity A, B, C and/or D, and E. Choose to do Activities F and G if desired.

A. Students brainstorm to arrive at a list of people who are in authority positions in relation to teenagers. Class then divides into the number of small groups corresponding to the number of authority figures. Each group chooses an authority figure and presents a minute drama illustrating what this authority figure does that irks teenagers.

Examples:

Boss on the job - wants things done his way
expects the employee to be on time to the minute
Mother - wants certain clothes to be worn in certain ways for certain occasions
Father -
Teacher -
Coach -
Principal -
Policeman -
Grandparent - thinks current music is awful and children shouldn't listen to it
Clergyman -
Older brothers and sisters -
Sales people and others who work in stores -
President of the U.S. and/or other government officials -

Follow by discussion:

1. Why does this behavior "bug" teenagers?
2. What do they usually do in response? (or if a response was illustrated in the minute drama, what are some other ways they respond?)
3. Why does the authority figure act in this way? What is the reason for his behavior?
4. How effective is the typical response we usually want to make?
5. What does the authority figure do in response to the teenager's behavior?

NOTE: No particular evaluation of behavior is intended to be made at this time. Rather it is brought into the open that teenagers and authority figures often confront each other over a variety of issues. If teenage behavior is evaluated here, students may reject the rest of the unit.

(Objectives 1-a, 1-b and 1-d.)

B. Filmstrip, "Teenage Rebellion" and discussion questions, pp. 24-26 of the instructor's manual. (Filmstrip available on loan from Office of the State Supervisor, Vocational Home Economics, State Office Bldg., Bismarck, ND, 58501.) (Objectives 1-a and 1-b.)

C. Zig-Zag Lesson[1]: The purpose of this lesson is to help students see that when a person in authority is directly challenged, he may be provoked to retaliate resulting in a lack of rational behavior on the part of both persons.
In this kind of lesson the opening questions are simple, quick and easy to answer. Then unexpectedly students are confronted with a value question which moves them into the heart of the lesson.

Questions for zig-zag lesson.

1. How many of you babysit or take care of younger brothers or sisters?
2. What kinds of things do the children do when you take care of them?
3. What kinds of naughty things do they do? (If not brought out in questions.)
4. Do any of the children ever challenge your authority?
5. How do they do this?
6. How do you feel when they challenge you? What do you do then? Is this rational behavior?
7. What are some ways authority figures we identified in class could retaliate or act when they are challenged?
8. What can you say about the use of direct confrontations as a tactic to use in obtaining some goal?

NOTE: It should be brought out that a person who becomes provoked at the least challenge to his authority is not acting in a mature way, yet people tend, upon continual and persistent challenging, to become upset and irrationally try to retaliate.

(Objectives 1-c and 2.)

D. Synectics Strategy[2] (Concept: A Person in Authority)

The purpose of this strategy is to expand students' ideas of a concept, to move them away from a stereotyped idea of a concept towards a broader idea of it. The strategy is quite structured in that the teacher asks a series of specific questions. The classroom atmosphere must be one which encourages all responses even if they seem silly. The students can be told to think of this as an imagination game. An example of this strategy using the concept named above is included in the Appendix (IV-a).

(Objective 1-c.)

E. Students Define:

1. Mature Rebellion
    - think strongly about what you will be doing beforehand
    - really believe in the reasons for rebelling
    - willing to suffer consequences such as a jail sentence
2. Rebellion that is not mature
    - no previous thought given to the reasons for rebelling
    - rebelling for the sake of rebelling
    - rebelling when other behavior would probably gain more for the person
    - abandonment of the "cause" when difficulties emerge

Students give examples of each kind of rebellion. (Could be drawn from those illustrated in Stage I, Activity C if this was used.)

(Objective 1-d.)

F. Adults and students take a forced values test. (App. IV-b) Compare the results of the adults' choices to the students' choices. Relate to rebellion with such questions as:

1. How did the findings in our community compare to what the filmstrip said were value conflicts between parents and teenagers?
2. Does this support the accusation that there is more rebellion today? Why?
3. Why might parents and students differ on ________ value orientation? (any of the value orientations on which adults and students differed)

(Objective 1-b.)

G. Discussion of the poem "The Rebel" by Mari E. Evans. (App. IV-e). The poem is found in American Negro Poetry compiled by Arna Bontremps, copyright 1963 and I Am the Darker Brother: Book of Poems by Negro Americans. Macmillan Publishing Co., Inc. 866 Third Ave., New York, NY 10022

Learning Experiences cont.

Stage III: (To reinforce that which has been learned as well as to stimulate students to apply the information in other situations.)

Directions: Do Activity A or B. Activity C would be done at some time other than during this unit.

A. Students list reasons why teenagers rebel. (Or complete the list if one evolved from activities in Stage I or II.)
Students divide into buzz groups. Each group examines one of the reasons for rebellion according to the following questions:
   1. Why is this a reason for rebelling?
   2. What is your opinion about the usefulness of this kind of rebellion?
   3. Can there be too much rebellion for this particular reason? How much is too much?
   4. What would be some ways to (reach this goal--express these feelings--accomplish this) other than through rebellion?

   Share findings of buzz groups with class for further discussion.
   (Objectives 1-b, 1-d, and 2.)

B. Students divide into small groups. Each group selects one of the conflict situations (App. IV-c) (or writes one of his own) which are based on the reasons teenagers rebel. Groups discuss these situations according to the following guidelines:
   1. What is the cause of the conflict and/or the reason the teenager is rebelling?
   2. What is your opinion of the usefulness of this kind of rebellion?
   3. Can there be too much rebellion for this reason? How much is too much?
   4. When you fight back, you sometimes end up a loser. What ways could the teenager in the situation act which would cause him to end up a loser?
   5. What could he do to end up on the winning side without capitulating completely?

   (Objectives 1-b, 1-d and 2.)

C. The concept of rebellion is closely related to Unit III, Generation Gap. Learnings from this unit could be applied to solving problems between generations in the unit Generation Gap.

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[1] techniques adapted from those by Raths, Harmin and Simon. VALUES AND TEACHING. Columbus, Ohio. Charles Merrill and Co. 1966.

[2] technique from Joyce and Well. MODELS OF TEACHING. Englewood Cliffs, New Jersey. Prentic-Hall, Inc. 1972.

EVALUATION IDEAS

Student responses to Evaluation Ideas A, B, or C should show a tolerance and understanding of those who are in authority positions and/or ways to express feelings other than by rebelling.

A. Reactions to picture without caption (App. IV-d) which show a confrontation between a teenager and an authority person. Students will write a caption and/or explain what is going on in the situation.

B. Students write a short story illustrating what they have learned from this unit.

C. Students complete the statement, "The next time I come into conflict with a (teacher, policeman, any authority figure), I will . . . ." (Responses not to be graded so students feel free to give an honest answer.)

D. The ultimate in evaluation would be noticeably improved relations between students and authority figures with whom they come in contact--teachers, parents, police, etc.

IDEAS FOR:

FHA
Use the filmstrip "Teenage Rebellion" as part of a program for parents.

Quest
A. Investigate the topic "Rites of Passage from Childhood to Adulthood That Are or Were Part of Other Cultures." Prepare a written report and/or share findings with the class.

B. Read and analyze a short story which examines the issue of attitudes toward parents with value systems different from their children's value systems. See the booklet by Rose M. Somerville, Family Insights Through the Short Story, Bureau of Publications, Teachers College, Columbia University, New York, NY (1964) for suggestions for teaching through literature, additional story titles, and brief explanations of stories.
Possible stories are:
   a. "Bridgeport Bus" by Maureen Howard (11pp.) in Prize Stories 1962: The O. Henry Awards, Greenwich, Conn,: Fawcett, 1962.
      Parents are affronted when children develop values on their own.
   b. "Everything That Rises Must Converge" by Flannery O'Connor (14pp.) in The Best American Short Stories 1962, Martha Foley and David Burnett, eds. New York: Ballantine, 1962.
      Parents are affronted when children develop values of their own.
   c. "Sunday Dinner in Brooklyn" by Anatole Broyard (15pp.) in Avon Book of Modern Writing No. 2, William Phillips and Philip Rahv, eds., New York: Avon, 1954.
      Difficulty in communicating when there is a wide educational gap and anxiety when the son seems to be rejecting parents' values.
   d. "The Wife of the Hero" by Sally Benson (12pp.) in Thicker Than Water, W. R. Wunsch and Edna Albers, eds., New York: D. Appleton-Century, 1939.
      The girl finds she is not mature enough to live by values that are different from her parents' values.

C. A small group of students plan and demonstrate for the class how teenagers might negotiate with parents or teachers for greater independence. This activity might have more meaning if students are somewhat familiar with negotiations, i.e., if there have been salary negotiations between teachers and the school board in the community or students have studied about labor unions and negotiations in a history or government class.

ADDITIONAL RESOURCES

Gaylin, Ned L. "Youth and the New Humanism," Penny's Forum. Fall/Winter, 1970, p. 12.
An article written for adults.

Adolescence for Adults. A Report by Blue Cross. Available free from Public Relations and Advertising Department of Blue Cross & Blue Shield of ND, 301 S. Eighth St., Fargo, ND 58102.
A pamphlet containing 15 short articles including titles such as You Force Kids to Rebel, How Adolescents Evoke Adult Hostility, and Rebels With a Cause. These articles are written for adults but could be used as the basis of thought-provoking discussions with students or adults.

Synectics Strategy: Concept - A Person in Authority

TEACHER SAYS	POSSIBLE STUDENT RESPONSE
1. What ideas do you have about a person in authority. Let's list on the (board, overhead).	mean domineering ruler king powerful
2. Now we're going to look at this person in a different way. We'll do this by trying to stretch your imagination. (Put aside the original list of ideas.)	
3. Name some machines that have some of these same characteristics as the person in authority. Why is (each machine named) like a person in authority? NOTE: Each machine named does not have to have all the characteristics in #1 above but must have at least one of them.	A motor because if you don't control it, it can run away and dominate you. A semi-truck because it is "king of the road." etc.
4. Which machine makes the strangest comparison with a person in authority?	(Students pick one)
5. Describe this machine. (Get descriptive words.) (Write on board or overhead.)	Truck - it's big, has four wheels, makes lots of noise, etc.
6. Pretend you are the truck. What do you feel like? (get feeling words) (Write on board or overhead.) (Students should phrase replies in terms of I feel.)	I am -- powerful tired from running all day important
7. Let's look at these lists of words. (Responses to questions #5 and #6) Which two words are most unalike? Which pair of words are the most conflicting?	(Students decide on one pair of words) tired - makes lots of noise
8. Now think of an animal that is both tired and makes lots of noise. (Or whatever the words picked in No. 7.)	(Students name some.)
9. Which animal that you've suggested is the most exciting?	(Students pick one from their answers to No. 8.)
10. Describe that animal (get descriptive words--write list on board or overhead).	(The animal is . . .)
11. Now we'll go back to the person in authority. This is what you said before. (Refer students back to list of responses to question #1 above.) Now using the ideas we've been talking about, (responses to questions #5, #6, and #10) write one or two sentences about a person in authority that is different from what we said before. (Response to question #1.) Share responses in class.	

WHAT WOULD YOU CHOOSE?

Directions: Below are 9 statements followed by pairs of answers letterd a. and b. From each a. and b. pair pick the one statement which best describes you or with which you are most in agreement. You must choose one from each pair even if you do not really agree with either one. In that case pick the one which comes closest to what you believe.

There are no right or wrong answers. Different people will check these differently because of their background of experiences and values. Noting these different ways of checking can help us understand people better.

1. If I had a choice of what kind of job I had (after finishing school if I am still a student), I would:
   a._____work for a business like a power plant.
   b._____go into business for myself tinkering with motors.

2. I go to school (or people should go to school) because:
   a._____then I can get a good job.
   b._____I enjoy finding out about new things.

3. If I received $200, I would:
   a._____save it in case I need it in the future.
   b._____rush out and buy something I've always wanted.

4. If I had the opportunity to become a doctor, I would:
   a._____wonder if I really should. Twelve years of training is a long time and who knows what the practice of medicine will be like then.
   b._____gladly do so because a doctor makes lots of money and is an important person.

5. If I had a choice I would pick my friends because: (choose one of each pair)
   a._____they are important people. b._____they are warm friendly people with whom I can easily form a good relationship.
   a._____they are nice looking. b._____they are beautiful people inside.
   a._____they are or are going to be successful people. b._____they relate to me.

6. I will (or do):
   a._____work hard to become successful.
   b._____work only to get what I need: excess accumulation of wealth is unnecessary.

7. Given a choice, I would be more likely to:
   a._____do my own thing.
   b._____do what society expects of me.

8. In my close relationships with others, we:
   a._____are very open with each other. We know each others' innermost thoughts.
   b._____don't tell each other everything. Even the best of friends should keep some things to themselves.

9. If I had a choice I would:
   a._____join the Peace Corp or Vista or do something to help those less fortunate than myself even if it meant fewer comforts for me.
   b._____get a good job and make my life as successful and enjoyable as possible.

Teacher's Key to the Forced Values Test, "What Would you Choose?"

The following Value Orientations:	are indicated by these answers:
Striving for success; materialistic values	1. a, 6. a, & 9. b
Nonmaterialistic values	1. b, 6. b, & 9. a
Education as a means to success	2. a
Education as an activity to be enjoyed; a means in itself	2. b
Delayed gratification; planning for the future	3. a and 4. b
Immediate gratification; concern for the present only	3. b and 4. a
Valuing people for what they do	5. a's and 8. b
Valuing people for being themselves; commitment to the search for intimacy	5. b's and 8. a
Individuality	7. a
Conformity	7. b

CONFLICT SITUATIONS

1. There is a dance next weekend at school. Mother suggests she and Amy shop for a new dress but Amy refuses saying she'd rather wear her jeans. "No one gets dressed up any more," she says.

2. It's Saturday morning and Joan and her mother are in the kitchen. Last night there was a dance at school. Joan knew she had a 12:30 curfew, but she had stayed out until 1:30 anyway. When her mother questions her about why she was out so late, she says, "Everyone else can stay out later than I can. I'm the only one who has to be in so early."

3. Jack, age 17, has let his hair grow long and he wears torn jeans as dirty as he can get by with and goes barefoot as much as possible. He no longer attends church and takes pride in expressing radical political positions. His parents have tried to be tolerant, but they can no longer accept Jack's rejection of their way of life.

4. Pete, age 14, was always doing little things in class that made the teachers very exasperated. He'd make faces behind the teachers back, throw spitballs and drop pencils on the floor. The kids all thought he was funny; however, the teachers did not think he was quite so funny. One day Mr. Gordon had had it with him and said, "Pete, could I see you after class please."

5. George and his friends were at a party out at the dam. All the kids managed to drink enough beer to get smashed. George laughingly said, "Boy, if my dad could see me now he'd have my hide."

6. George and his friends were at a party out at the dam. All the kids managed to drink enough beer to get smashed. The next day one of George's friends said, "That sure was a swell party last night." "Yeah, great," George replied as he thought to himself, "Like heck it was. More like a bummer. I really can't hack all that beer."

7. Bob has been doing quite poorly in his history class. Since his tests indicate he is capable of doing the work, the school counselor decided to talk to him. When he questions Bob about his work in history class, Bob blurts out, "History is such a stupid class. I can't see any use in learning things I'll never use again."

8. Darrel has been called into the principal's office for the third time. Now the ultimatum had come. Get your hair cut or else!

9. The social studies class in high school was studying about pollution and as a result became quite concerned about pollution in their immediate area. They did some investigating and found out about a nearby farm where the wastes from a feedlot were draining directly into a small stream. To protest against this farmer they ran an ad in the local newspaper explaining what was going on and what it was doing to the environment. They wrote letters to government officials and agencies protesting this situation. The farmer was aware of what the students were doing. One Saturday morning he looked out his window and there were a group of students carrying placards picketing in front of the driveway to his house.

10. Susan became very interested in Oriental religions and music. She learned yoga and would sit in the backyard in strange positions while she was "meditating." "For goodness sakes, Susan. What will the neighbors think?" her mother said. "Who cares about the neighbors. I'm an individual and I want to do my own thing," was her reply.

11. Carol, who was a junior in high school, had received a substantial gift of money from her grandparents. Her mother wanted Carol to save the money to use for further schooling after high school. Carol wanted to spend the money on an expensive stereo right now. This difference of opinion had resulted in several arguments.

IV-d

The Rebel*

by Mari E. Evans

When I
die
I'm sure
I will have a
Big Funeral. . .
Curiosity
seekers. . .
coming to see
if I
am really
Dead. . .
or just
trying to make
Trouble. . .

The approaches for using the poem are given below:

A. To help understand the poem ask questions such as:

1. When someone is called a rebel, what do you expect him to be like?
2. Do you know anyone who could be called a rebel?
3. What does the rebel think about curiosity seekers?
4. How do the curiosity seekers feel about him?
5. What do you think caused the curiosity seekers to think of the rebel as a troublemaker?
6. What do you expect someone to be like if you are told he is a curiosity seeker? Do you think he is a nice person?

B. To better understand the feelings of people involved in rebellion:

1. Students are directed to close their eyes and listen carefully as the poem is read aloud. While they still have their eyes closed, ask them to think of an incident that caused people to think the boy was a troublemaker. Tell them to pretend they were in some way connected with the incident. Then ask them to establish answers to these questions.

(Ask the questions slowly to allow students time to think.)

a. Are you the rebel, a curiosity seeker, or an innocent bystander?
b. Where are you?
c. What time is it?
d. What happens?
e. How do you feel?
f. Who else is there with you?
g. What do you do?
h. What do people say to you?
i. What do you say?
j. What happens then?

Students break into small groups and share the incidents they thought of in relation to these questions. Then each group puts together a story about an incident that caused people to think the boy was a troublemaker using the ideas they had thought of in relation to the questions. Share in class, questioning students as to how the people in the incidents felt about what was happening.

2. Students write two short descriptions of the rebel--one from the viewpoint of a sympathetic friend and the other from the viewpoint of an unsympathetic acquaintance or curiosity seeker. Discuss: Why are the two descriptions different?

3. Ask students for new insights gained about a rebel or rebellion.

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*from I AM A BLACK WOMAN, published by Wm. Morrow, November, 1970, by permission of the author.

BEST COPY AVAILABLE

EMOTIONS

Unit: Emotions

Grade Level: Intermediate

Overall Objective: As a result of this unit the student should be able to cope with his emotions through constructive behaviors.

Sub-objectives:

As a result of this unit, the student should be able to:

1. comprehend that all people experience similar emotions and that it is natural and acceptable to experience all emotions.
2. identify possible causes of emotions.
3. evaluate behavior used to express emotions as to whether or not it is constructive.
4. plan constructive ways of coping with emotions.

Generalizations and Supporting Facts:

1. All people experience similar emotions.

2. If people feel free to experience all emotions, they are better able to cope with their emotional feelings.

3. When emotions are expressed in constructive ways, emotional equilibrium results.

   Constructive behaviors for coping with emotions are:

   a. behaviors which do not hurt anyone emotionally or physically.
   b. defense mechanisms when they are not used to the extent that one is not facing reality. (References: Relationships, Helen Westlake. Boston, Mass: Ginn & Co., 1969, Chap 7, pp. 73-84; Understanding Yourself by William C. Menninger, M.D., SRA Guidance Series Booklet #5-841, SRA, Inc., 259 East Erie St., Chicago, Illinois 60611.)
   c. getting at the source of the emotion and resolving the cause of the emotion.

   Nonconstructive behaviors for coping with emotions are:

   a. behaviors which hurt people either emotionally or physically.
   b. the fight reaction when used too often or when used at the wrong times.
   c. defense mechanisms when overused and when they prevent the person from seeing reality.

4. When the cause of an emotion is identified, it becomes easier to accept and cope constructively with the emotion.

LEARNING EXPERIENCES

Stage I. (Gaining the attention and interests of students.)

Directions: Choose from the following learning activities. These activities will help students attain Sub-objective 1.

A. The bulletin board suggestion (App. V-a) could be used in one of the following ways to focus the students' attention on the unit.
   1. If the students' vocabularies are small, the board could have quite a complete list of emotions to help supply words they need to describe emotions in activities such as B, Stage I.
   2. The bulletin board might begin as a partial list of emotions which would be added to continuously during the unit as new emotions are identified in discussions, etc.
   3. The bulletin board might serve as the springboard for a class discussion later in the unit. Possible discussion questions are:
      a. What do the words at the bottom of the bulletin board describe?
      b. What does this bulletin board say to you?
      c. How could someone be trapped by these emotions?
      d. Can a person be trapped by happiness as well as sadness, love as well as hate, pride as well as shame?
      e. Can someone experience these emotions without becoming trapped? Why or why not? If so, how?
      f. What is the difference between experiencing emotions and being trapped by them?
      g. Is it right to experience these emotions? Is it wrong? Is it natural?

B. The teacher or a student-teacher team could stage a supposedly spontaneous, emotional scene in class. This would be preplanned and not previously known to the remaining students. After the scene has had a chance to develop somewhat, it is explained to the class that the situation was staged. A class discussion follows. During the discussion, a list of emotions identified should be compiled on the blackboard. At the completion of the discussion, any emotions not already listed on the bulletin board could be added by the students.

   Possible Ideas for Scenes:
   1. A student comes to class mad because he was reprimanded by a teacher or the principal.
   2. Two students stage a fight or argument.
   3. The teacher acts extremely upset and is angry at this class because of an incident in an earlier class.

   Possible Discussion Questions:
   1. How did you feel when the scene was taking place?
   2. How did the people involved seem to feel?
   3. How did the people involved actually feel? (Directing this question toward those in the skit could help bring a wider range of emotions since very likely they were experiencing some ambivalency--amusement, confusion, etc.)
   4. What did you want to do when this scene was taking place? Why?
   5. Did you do this? Why or why not? (This might bring out words like "It's none of my business," "Scared of what would happen to me," "What right did she have?" etc. which could be examined to uncover more emotions present in the classroom.)
   6. What does this tell us about the way you were feeling?
   7. What name would you give this emotion?

C. Students view pictures depicting emotions or situations in which emotions would be involved. Students are asked to quickly write what emotions are probably being experienced by those involved, what emotion the picture brings to mind, or reactions to pictures. If students wrote their reactions to the pictures, the emotions that are a part of these reactions should be identified through the discussion.

D. One of the following suggested films, a recent local happening (not threatening to the students), a clipping about national or regional events, a very short action story, or a case study (App. V-b) could serve to stimulate students to identify emotions experienced by people involved in these media.

Suggested questions:
1. What emotions did you feel as you watched the film--viewed or read about the event?
2. What emotions do you suppose the people involved were experiencing?

SUGGESTED FILMS: (Available through the North Dakota State Film Library)
Phoebe
Black and White: Uptight
Children Without
The Roots of Happiness

NOTE: The films deal with a variety of subject matter. However, for the purpose of this activity the content of the film is irrelevant. They are emotion-arousing films, and their sole purpose here would be for students to experience and identify a variety of emotions. Any other film available, a TV show or a movie currently being shown locally, could serve the same purpose.

Stage II: (Teaching the Subject Matter.)

Directions: Choose appropriate activities to help students attain whichever sub-objectives they are working towards.

A. Duplicate the list of emotions from the bulletin board. Students check the five they feel they experience most often. They could also star those they never experience.

The class results are tabulated and shown on a line graph, chart, or poster (may be done by a committee). Through discussion following presentation of the chart, suggest the idea that others their age are experiencing similar emotions. (Sub-objective #1)

B. Voting:[1] The teacher asks the questions orally and students indicate their position by a show of hands. Begin with a couple non-controversial questions and then move into the subject-matter-related questions. The questions need not be discussed further; the purpose is just for students to see that others experience the same emotions they do. A total of five to six questions are enough to ask at any one time. This technique could be used once during the unit, or it could be used several times throughout the unit.

Non-controversial questions might be:
---How many wanted to get up today?
---How many like to walk barefoot on green grass in the spring?
---How many like pizza?
---How many enjoy (bowling, swimming, snow sledding, etc.)?

Questions related to subject matter:
---How many have been so happy you've wanted to cry?
---How many have done something you felt guilty about?
---How many worry about something?
---How many have been proud of something a friend has done? of something you've done?
---How many have experienced jealousy?
---How many have been so excited you could hardly contain yourself?
---Additional questions such as these about other emotions.
(Sub-objective #1)

C. As a class project, students make a collage of faces showing the emotions each of us feel. This activity can be done gradually, adding pictures over several days. The students will be able to see that emotions are a normal part of people's lives.
(Sub-objective #1)

D. Students analyze case studies and/or role plays (App. V-c) by doing the following:

NOTE: See Relationships. Helen Westlake. Boston, Mass. Ginn & Co. 1969. Chap 7. for a discussion on defense mechanisms. This chapter does not suggest resolution of the cause of the emotion as one possible way of coping with emotions. This technique was suggested by Richard S. Lazarus in Adjustment and Personality. New York. McGraw-Hill Book Co., Inc. 1961. p. 320. Chapter 7 of Relationships may be assigned to students to read if the teacher feels they will benefit from it.

1. Students consider case studies and/or present role plays in small groups or as an entire class.

   NOTE: Small groups may tape record the role plays prior to class and play the tape for class analysis.

2. Questions for analysis to use in considering case studies or to follow role plays:
   --What emotions were being experienced? Was it normal to experience these emotions? Why? Was it acceptable to experience these emotions? Why?
   --How were these emotions expressed?
   --How did the people involved in the situation respond to these behaviors used to express emotions?
   --How did this behavior make you (the students) feel? Why?
   --Would you label these behaviors constructive or non-constructive? Why?
   --What might have caused these emotions?

3. Students write or role play more constructive ways of coping with the emotions resulting from the incident if it was determined that the behaviors were non-constructive.

Learning Experiences, cont.

4. Students then tell why these behaviors are more constructive.
   NOTE: If resolving the cause of the emotion was not one of the suggested ways of coping, determine, through discussion, if this would be possible to do, why or why not, and what else could be done if this was not possible.

5. From the discussion, students define constructive and nonconstructive behavior used in coping with emotions.
   (Sub-objectives #1, #2, #3 and #4.)

E. Students write a case study about a situation they have witnessed involving emotions. Analyze as in Activity D above.
(Sub-objectives #1, #2, #3, and #4.)

F. Students role play each of the defense mechanisms (Chap. 7, Relationships) followed by discussion.
--Why might someone use this mechanism?
--When would it be all right to use it?
--When would it not be appropriate to use it?
(Sub-objective #3)

G. Small children often express their emotions quite openly. Students observe emotions a small child exhibits over a period of time, such as a half day, and analyze.
--What emotions did you observe?
--What could have caused these emotions?
--How did the small child cope with the emotion? Was it constructive or nonconstructive? Why?
--Is a child's behavior like or different from the way a teenager would behave while experiencing this emotion? Why? An adult? Why?
(Sub-objectives #1, #2, and #3.)

H. Students begin keeping a journal of significant emotions they experience. These are not to be shared with other class members. Time is allowed each class period for keeping the journal up-to-date. Students are to record emotions, what they think caused the emotion, what they did about it, and how they felt about their behavior in writing or picture. Students analyze what they have recorded by means of a thought guide at the completion of the unit. Provide students with the thought guide before they begin the journal to help them decide what to record.

Thought guide:
--What happened on days that you experienced many emotions? What might have caused them?
--Did the same kind of behavior always result from the same emotion? Why?
--Which behaviors left you with good feelings?
--Why do you think this might be?
--Which behaviors left you with unhappy feelings?
--Why do you think this might be?
--What did you learn about yourself from completing this journal?
(Sub-objectives #2 and #3)

Learning Experiences, cont.

Stage III: (To reinforce that which has been learned as well as to stimulate students to apply the information in other situations.)

Directions: Do Activity A. Do Activity B if desired.

A. Students evaluate their emotion-produced behavior and suggest ways to change behaviors with which they are not satisfied using the form provided. (App. V-d) This would be done over a period of time. Time could be allowed each class period to keep the form up to date.
(Sub-objectives #2, #3, and #4.)

B. Students complete the Word Scramble (App. V-e) to review the terms used in expressing emotions constructively. After the word jumbles are solved, each of the words comprising the jumble and its relationship to the key concept can be discussed.
NOTE: All terms except #5 are explained in Chap. 7 of Relationships by Westlake. If the terms are difficult for students to unscramble, they could refer to this chapter.

Answers:

1. Withdrawal
2. Fantasy
3. Identification
4. Displacement
5. Resolution
6. Projection
7. Rationalization
8. Regression
9. Suppression
10. Repression
11. Compensation

Key Concept: Handle Emotions

(Sub-objective #3)

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[1] technique adapted from one described in Raths, Harmin and Simon. VALUES AND TEACHING. Columbus, Ohio. Charles E. Merrill Pub. Co. 1966.

EVALUATION IDEAS:

Sub-objectives 1, 2, & 3. Sample test items.

Directions: Read the following situations and answer the questions that follow them.

1. John, age 24, recently married and began farming. He did not have much money, could not borrow as much as he needed, and so could not buy equipment that he needed badly. His older brother, who had a good job, gave John the money that he needed, no strings attached. This was not a loan, but an outright gift. John was so grateful that whenever he tried to thank his brother, he started to cry.
Which of the following statements are true about this situation? Please place a checkmark in the blank before each of the statements that are true about this situation. In two-three sentences explain each of the answers you checked.

    _____a. John should not cry. Grown men don't cry.

    _____b. John experienced an emotion that many other people also experience.

    _____c. Crying was not a constructive way of expressing his emotion.

    _____d. The people who saw John cry should have been embarrassed at this unnatural emotional experience.

    _____e. The cause of John's emotion was the gift of money.

2. Fred worked after school as a bus boy in a restaurant. Fred knew what he was supposed to do and he did it; the woman in charge of bus boys had complimented Fred on his good work. However, one of the other kitchen workers was always after Fred, criticizing him and telling him things like, "Get busy, don't be so lazy.", etc. Fred didn't dare say anything back to this man. When Fred would come home from work, he would get mad at his brother, with whom he shared a room, for no apparent reason at all.
Which of the following statements are true about this situation? Place a checkmark in the blank before each of the statements that are true about the situation. In two-three sentences explain each of the answers you checked.

    _____a. Fred had no right to be angry. Maybe the man didn't like teenagers.

    _____b. Few people experience this same emotion Fred experienced.

    _____c. Fred was handling his behavior in a nonconstructive way.

    _____d. The source of Fred's anger was his brother.

    _____e. It was all right for Fred to be angry but not all right for him to always get angry at his brother.

    _____f. If Fred had recognized his source of anger, he might not have been so mad at his brother.

Key: #1 = b,e #2 = c,e,f

Sub-Objective 4:

Learning Activity A, Stage III, p. 41.

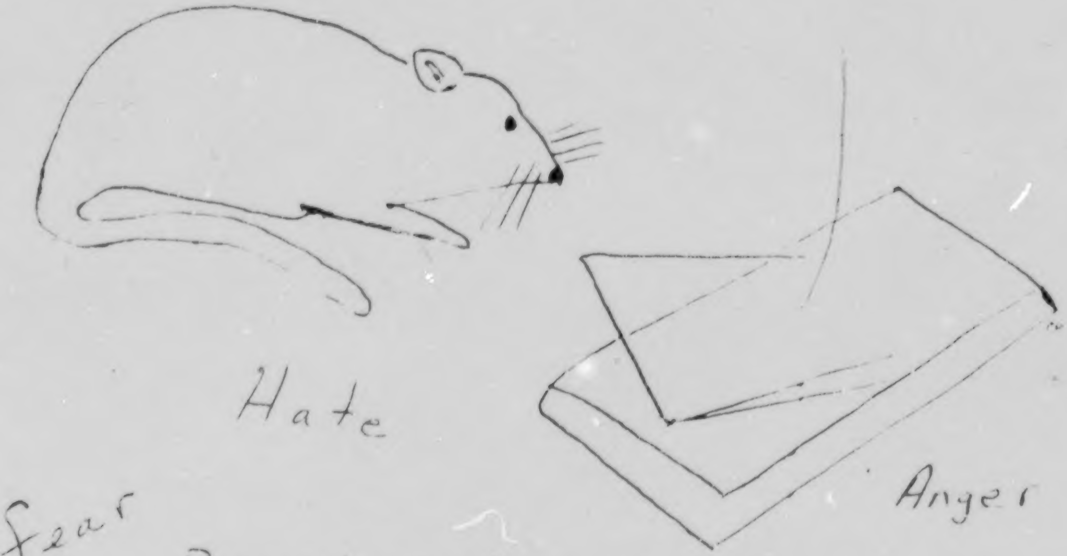
The ultimate in evaluation would be a noticeable improvement in students' ability to cope constructively with their emotions.

IDEAS FOR:

Work Experiences
Learning Activity A, Stage III, p. 41.

FHA
As an Encounter experience, a student works toward a personal goal of handling emotions in constructive ways.

TRAPPED?



Hate

fear

Anger

Resentment

Shame

Jealousy

Excitement

Happiness

Dissatisfaction

Worry

Love

Sadness

Frustration

Depression

Apathy

Lonliness

Pride

V-a

Case Study - Activity D, Stage I

Joe was captain of the conference champion basketball team in junior high. He is a sophomore in senior high this year, and the thing he wanted more than anything else was to make the varsity team. At the beginning of the year, before tryouts, he worked out every night alone to get in shape for tryouts. He spent a lot of time studying in order to keep his grades above the eligibility requirements for the team. He knew he'd have to work hard to earn the place he wanted on the varsity team. Sam, a senior and all conference player held the position last year.

Tryouts were held the first of November, and Joe was given a place on the second string of the varsity squad--the only sophomore on the team. This first success prodded Joe to work even harder. He planned to be on the starting line before the season was over.

As the season progressed, the team won consistently, but Joe saw very little action. In the few games he even got into they were so far ahead the opponent couldn't catch up. Report cards came out for the first time since the season began, and Joe's grades had dropped dangerously close to the ineligibility level. His parents thought he should quit basketball and give more time to his studies. They talked it over with him, but he wouldn't give up. Basketball meant too much to him for that.

Game after game he sat on the bench going through every player's motions in his mind until he was as worn out after the game as if he'd played them himself. The team earned its way to the final game of the tournament. The game was close all the way, and in the last minute of the game, with the score tied, Sam fouled out. Joe was sent in to replace him. He was fouled and made his free throw. The buzzer to end the game rang before the opponent could make a basket.

SITUATIONS

I. Case Study Situations

A. Mrs. Smith had just finished hanging her freshly cleaned white drapes. Her toddler grabbed one of them to help keep his balance with the remainder of a peanut butter sandwich still in his hand. Mrs. Smith slapped his face.

B. Tom, 15, was seriously ill when he was a baby. His mother was so happy and relieved when he could finally come home from the hospital that she has always taken special care to watch his health. He wants to go out for football this fall, but his mother says absolutely not--it would be too hard on him.

C. Al Brown was a track star all the way through high school. He participated in several events but his strongest was the 100-yard dash. In the state meet his senior year, he stumbled, giving his opponent the extra fraction of a second he needed to beat Al's record for the 100-yard dash--and win the state title. This cost Al not only a chance at a state medal, but very possibly the scholarship he had hoped for as well. He cried.

D. Joan and Betty had been good friends for a long time until John caught both girls' attention. John asked Betty to Homecoming. Joan avoided Betty for several days, and when someone mentioned the date Betty and John had, Joan said, "Easy girls can always get a date."

E. Alice and Tim had been going together for about six months. They were very much in love and finding it difficult to control these feelings. One night Tim asked Alice why it was so necessary to control their feelings for each other. If they were in love, what difference did it make? This started an argument that ended up with Alice crying.

II. Role Play Situations

A. Jim is the kind of guy things go right for. He gets high grades without much study. His parents give him a big allowance, and he has an after school job that was offered to him without his even looking for it. He made the basketball and football teams this year. Any girl in school would be glad to go out with him.

Ted has never been quite that successful--although he could hardly be called a failure. He too gets good grades although he studies a little more. He is well-liked by most of the kids in school and was captain of the track team last spring.

Since Jim and Ted both have birthdays in the same month, they took their driver's test on the same day. Jim passed his test with no trouble at all. Reasonably enough, Jim was proud of himself. He was the first one in his class to get his license. How Ted envied Jim's success--he had missed one too many questions on the written part to get his license.

B. Jane's parents were gone for the evening. They had given her permission to have some friends over if they were sure the house wouldn't get messed up. Her mother was having company the next day and wouldn't have time to clean again.

Everyone was sitting around the living room floor when Karen stood up and accidently knocked a can of Coke off the coffee table and on to the carpet.

C. Ed, the most popular guy in school, is taking Susan to the movies. They are in Ed's car on their way to the movie. They don't know each other very well. This is Susan's first date. She is very quiet and shy but wants to make a good impression on Ed. It's making her very nervous.

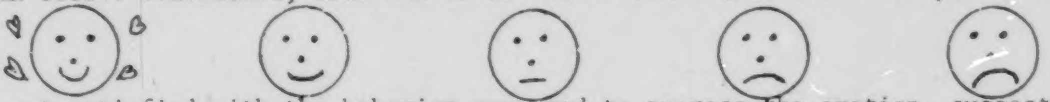
D. Joe and Sam are very good friends. They are driving around after school talking about the football game this weekend, the new girl in school, etc. Joe has tried drugs (mostly marijuana) several times and had no bad experiences. He has tried before to talk Sam into trying drugs, but he won't listen. Joe decides to try again. His theory is if he hasn't tried drugs, how can he know they aren't for him?

Sam is afraid of what might happen if he got caught and the effects it might have on his body. It makes him angry that Joe keeps urging him to try it, but he doesn't want to look chicken.

EVALUATING MY BEHAVIOR

Use this form to evaluate the way you express your emotions following the directions below. An example is shown on the form. Use additional sheets of paper if necessary.

1. Identify the emotion you experienced in the first column.
2. Briefly describe the situation at the time you experienced this emotion including the cause of the emotion.
3. Tell how you expressed the emotion (your behavior) and decide whether or not this behavior was constructive or nonconstructive. Indicate this by writing a C (constructive) or NC (nonconstructive) after the behavior.
4. In the column titled evaluation, draw one of the faces below that shows how you felt about your behavior.



5. If you were not satisfied with the behavior you used to express the emotion, suggest another way of expressing the emotion that would be more satisfactory to you.

V-d

EMOTION	SITUATION-CAUSE	BEHAVIOR	EVALUATION	CHANGED BEHAVIOR
Anger	Younger sister wore the sweater I was planning to wear today.	Hit her NC		Tell her that if she doesn't ask first, she can't wear any of my clothes anymore.

WORD JUMBLE

DIRECTIONS: Unscramble the letters in each of the following word jumbles. These letters, when unscrambled, form eleven words which are ways of reducing anxiety caused by stress-producing emotions. The definition for each word is given.

W W L T I R D A H A

☐☐☐○☐☐☐☐☐☐ Retreating from a situation to which it is difficult to adjust.

Y S A N T F A

☐☐☐☐○☐☐ Imaginative thinking in which one finds relief from his frustrations by living in a visionary world of his own.

F C A T T D N I E I I I N O

☐☐☐○☐☐☐☐☐☐☐☐☐☐ Automatically imitating the behavior and mannerisms of someone else.

M E P I S D L C E N A T

○☐☐☐☐☐☐☐☐☐☐☐ Transferring the emotion connected with one person or thing to a related person or object.

E N O O R L S I T U

☐☐☐☐○☐☐☐☐☐ Solving the conflict; eliminating the cause of the problem.

J N T R P O I E E C

☐☐○☐☐☐☐☐☐☐ Attributing to others wishes or faults that you will not claim as your own.

Z I A R I I O O N N A L A T I

☐☐○☐☐☐☐☐☐☐☐☐☐☐☐ Unconsciously justifying ideas and behaviors in a way that seems reasonable to you.

S G E N R E S I R O

☐☐☐☐☐☐☐○☐☐ Reverting to previous levels of behavior.

P S I U S P R O S E N

☐☐☐☐☐☐☐☐☐○☐ Consciously and deliberately dismissing a thought or unpleasant experience.

P R E S O N I S E R

☐☐☐☐☐☐☐☐☐○ Subconsciously excluding wishes, thoughts, and feelings associated with pain and unpleasantness from awareness.

N T S O C P O I M E A N

☐☐☐☐☐☐○☐☐☐☐☐ Making up for some real or imaginary inadequacy by doing well in another activity.

Now arrange the circled letters to complete the mystery answer consisting of two words which are important to being able to cope with problems.

☐☐☐☐☐E E M☐☐☐☐☐☐

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SELF-CONCEPT

For Teachers

Introducing DISCOVERING MYSELF

Research has shown that disadvantaged students often have a poor self-concept. When people feel negatively about themselves, they cannot develop their full potential, and they are not able to do as well in school as people who have positive self-concepts. The following reference to the relationship between a positive self-concept and academic achievement was made by Gertrude M. Webb in "A Sense of Worth", Academic Therapy, Fall, 1972, Vol. VIII, #1.

> "Academic success or failure seems to be rooted as deeply in concepts of the self as it is in measured mental ability. Because feeling good about oneself allows one to act, to adjust, to do more than merely respond to a stimulus. It gives one the freedom to take the next step. Conversely, a poor self-image absorbs one's psychic energy and prevents one from moving into new areas of learning:
>
> A person who doubts himself
> Is like a man
> Who would enlist in the ranks of his enemies
> And bear arms against himself.
> He makes his failure certain by himself
> Being the first person to be convinced of it
> (Alexander Dumas)
>
> An understanding of self, its emergence, and effects on its development becomes critical for teachers. . .".

The aim of this unit is to help students have a better self-concept. They are not only to discover themselves, but to discover that they are adequate, unique and above all important people.

However, do not be discouraged if little progress is seen. Once a child views himself as inadequate, it becomes very difficult to change his perception of himself. His feelings of inadequacy have been gradually accumulating for many years and it will take some time to accumulate positive feelings to replace these. The process might be compared to gaining weight--those pounds add on gradually and when one tries to take them off again, it is neither easy nor fast and one usually backslides many times. The child who feels very much unlovable and unworthy may even reject the first indications of acceptance from another because he is convinced he is so bad the person could not possibly be accepting him. It takes many experiences of adequacy along with much praise and encouragement to change the self-concept. The experiences in this unit can provide some of the feelings of adequacy but many more day-to-day experiences may be needed to convince a child he is worthwhile.

The best way for a child to learn to accept himself is to be accepted by others. A warm, accepting, understanding teacher is crucial to the development of a positive self-concept. It is not always easy to be this kind of teacher, especially when the very child who most needs to be accepted acts in ways that are not acceptable. If we remember that we can accept people as they are without accepting their behavior, it may be easier to accept a child even though we may disapprove of the way he acts.

As stated in Concepts and Generalizations by AHEA, situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity. This is why the teacher who "values" each child as a person of intrinsic worth and dignity is the essential factor in helping students view themselves as positive people.

Unit: Discovering Myself

Grade Level: Beginning-Intermediate

Overall Objective: After completing this unit the student will have a more positive image of himself.

Overall Generalization: Having a positive image of oneself helps a person move toward his full potential.

Sub-objectives:

As a result of this unit the student should be able to:

1. relate heredity and environmental factors to his concept of self
2. cite reasons he has to be proud of himself that he did not recognize before completing this unit
3. cite at least one way that he is unique
4. demonstrate increased feelings of self-worth by doing things which help others feel good about themselves

Sub-generalizations:

1. Understanding how heredity and environment have shaped one's life helps a person understand and accept himself better.
2. A person's self-image is enhanced when he recognizes that he is a capable and important person with unique qualities.
3. A person who feels comfortable with himself can move out to help others feel good about themselves.

LEARNING EXPERIENCES

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Stage I: (Gaining the attention and interests of students.)

Directions: Activity A may be used along with one or more of the other activities, B-D.

A. Bulletin Board ideas (App. VI-a) constructed in their "pre-discussion" form. See instructions for constructing bulletin boards (App. VI-a). Draw students' attention to the bulletin boards and lead into activity B.

B. Students play a variation of the game "20 Questions" with themselves. On a sheet of paper students write the answer to the question "Who Am I?" fifteen times to describe self. Their answers can be words or phrases which describe their appearance, tell what they like to do, jobs or duties they have at home, etc.

NOTE: Teacher collects these papers (she should announce to the class she will be doing this) and retains them to compare with the "Me" collage or booklet if students do this activity in Stage III.

If students are unfamiliar with the term self-concept, introduce them to it by explaining that their answers constitute their "self-concepts" or how they feel about themselves as a person.

C. Students construct a "Who Am I" Bag.[1] Give each student a paper bag, and the following directions. Cut out and paste pictures or words or phrases on the outside of the bag of the things about you that are evident or you don't mind people knowing. Cut out and paste on the inside of the bag things about you that you are not sure you want people to know about you or things you are sure you don't want to let others know.

NOTE: Teacher does not collect these but they are referred to again in Stage III. Teacher should tell students she will not collect these but the reason for doing them is for students to learn about themselves by putting into concreate words and pictures ideas they have of themselves. The reason they are not being collected is so students can put their private ideas about themselves on the insides of the bag and know no one will see them.

D. Students complete any of the objective measures of self-concept which are available in the following packet:

Measures of Self-Concept K-12
Instructional Objectives Exchange
Box 24095
Los Angeles, CA 90024
$8.00 for a set of 30 affective objectives with self-report inventories or observational inventories which deal with the learner's self-concept.

Stage II: (Teaching the subject-matter.)

Sub-objective: Each student will cite reasons he has to be proud of himself that he did not recognize before completing these activities

Sub-generalization: A person's self-image is enhanced when he recognizes that he is a capable and important person with unique qualities.

Directions:

Students with poor self-concepts need many positive experiences before they will begin to see themselves in a more positive light. Therefore, a teacher may wish to include as many of these activities as she can. These activities can be short and work very well to use in opening a class session. Many times there will need to be no discussion as people begin to see for themselves that they have some things to be proud of.

It is important for the teacher to accept all comments, although she might help a student. There was the North Dakota student, now a well-known home economist. who told her teacher, "I don't do anything well," and her teacher's response, "Why of course you do--you have a lovely smile. Many people do not seem to know how to smile."

These activities are included first in Stage II but the teacher would not necessarily use them one right after the other. It would be more interesting to students to spread them out throughout the unit.

So look over the entire unit and then plan for using these activities, some perhaps as class starters, throughout the unit.

> NOTE: In these kinds of activities students should always retain the right to pass if they do not wish to say anything. However, as much as possible encourage reluctant students to contribute because the purpose of the activity will be defeated if too many students pass. The right to pass is meant to preserve students' privacy and dignity.

A. Circular Responses--These can be used several times as class starters. Possibilities are:

---Ask students for a physical success, achievement or accomplishment that made them feel good. Going around the circle ask each student to share a success he has had and tell why it was a success.

> NOTE: Be sure if a student feels he has had no successes you suggest one, even learning to walk or tie shoes.

---Success in making something in or out of school.

---Success with their friends.

---Or, "Let's do a circular response today on 'Things I am sometimes uncertain of in what to do or how to go about it.' All of us have these--let's share one of ours for circular response." Be sure to start with the side of the classroom where students who are more self-confident are sitting. The purpose of this is to let students know that even self-confident people have uncertainties and that it is not "bad" to admit some of them.

---"Something I don't do as well as I'd like to" again starting with self-confident students.

---"Something I goofed recently was _____".

The teacher could share her feelings during these circular responses, taking her turn in telling of success, etc.

B. Proud Line[2]

Students sit in a circle. Each person writes one nice thing about the person on his right, some reason he has to be proud of himself, on a slip of paper. He then passes the slip of paper to the person and each in turn reads what was written about himself.

Follow by discussion:

---Is having something to be proud of (liking yourself) being conceited?

---What is the relationship between having something to be proud of and the way one feels about himself?

C. Voting[3]

This technique can also be used several times as a class starter. Students indicate by a show of hands (thumbs up for agree, thumbs down for disagree) their feelings on 5 or 6 questions the teacher asks. The purpose is for students to see that others feel the same way they do, and so usually no further discussion of the question is needed. A few non-subject-matter-related questions are asked first to enlighten the emotional impact of the questions and then subject-matter questions are asked.

Non-subject-matter questions:
---How many wanted to get up today?
---How many like to walk barefoot on green grass in the spring?
---How many like banana splits?
---How many need banana splits?
---How many enjoy (bowling, swimming, snowsledding, etc.)?

Possible subject-matter questions:
---How many think they have big feet?
---How many wear size 9 or larger shoe?
---How many have been caught in an embarrassing situation?
---How many have felt at times they are so ordinary no one would notice them at all?
---Other questions related to feelings about self.

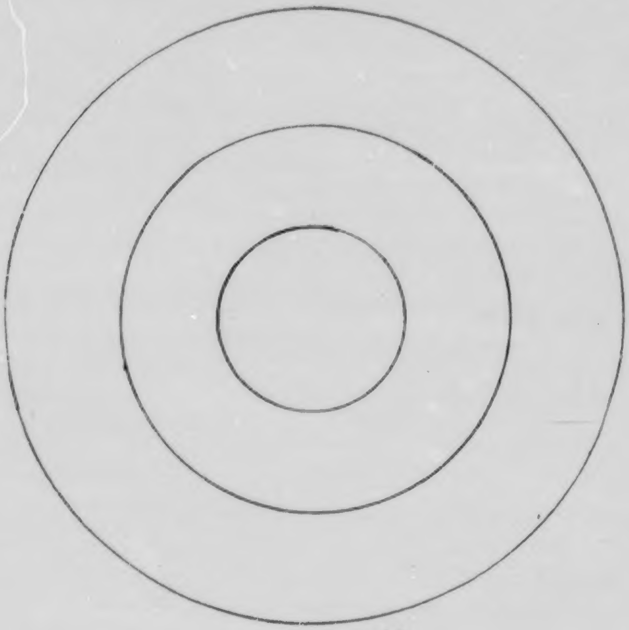
D. Strength Bombardment[4]

Students break into small groups (five or six). The group is to "bombard" one person at a time from their group with all the strengths they see in him. The person being bombarded remains silent. A recorder lists the strengths and gives them to the person when the group has finished. Groups should list at least ten strengths for each student and no "put-down" statements are allowed, only assets are to be mentioned.

NOTE: The teacher may take the role of recorder for groups or act as a summerizer, adding two or three strengths that she sees for each person.

After each student has been bombarded, they are to transfer their strengths to a target. (Three circles as below, enlarged on a single sheet of paper.)

(continued on next page)



Those strengths they feel are most important are to be written in the center circle (bullseye), then the supporting strengths written in the outer circles.

Teacher leads a discussion on how students felt when they were being bombarded by their groups and when they were bombarding others.

To reinforce this activity, have students ask parents to list the strengths they see in them and add these to their "target". This will give students some important, positive feedback from parents that they may not normally receive.

E. Students complete a "I Am Positive" graffiti board.[1] Teacher introduces the activity with this sentence: "Many of us go through a day thinking that we really haven't accomplished anything or done anything of worth. This is not true." Teacher asks students to fill in a graffiti board (large piece of plain paper taped on a wall on which students write with felt-tip pens as graffiti on a wall) telling something positive they have done in the past day. To elicit responses, the teacher might have a few ideas already on the board, such as: "I dodged a water puddle to avoid spraying a pedestrian." "I smiled at breakfast this morning." "I put my chair under the table before leaving history class."

F. Students complete a Success Chart (App. VI-b).[4] The following explanation may help students understand the chart:
The reasons why an event was a success are the rewards we get for doing something. Different people value different rewards because each person has a different need. We can analyze our rewards for successful behavior by completing a "Success Chart" to find out what makes us feel successful, what motivates us.

NOTE: Finding out what motivates each child can aid the teacher in understanding him and meeting his needs.

Sub-objective: To relate heredity and environmental factors to one's concept of self.

Sub-generalization: Understanding how heredity and environment have shaped one's life helps a person understand and accept himself better.

LEARNING EXPERIENCES:

Directions: Do Learning Activity A. The learning activities under B-I under this sub-objective are designed to bring out each of the different factors which make people what they are. Choose from these learning activities, B-I to either (1) bring out additional factors which the students did not list in Activity A or (2) go into depth on any of the factors, relating them more personally to how the student feels about himself. These activities could also be used for individualizing assignments with different students selecting different activities from the activities under B-I. Then to tie all the ideas together, do Learning Activity J.

Learning Experiences, cont.

A. Referring to one of the bulletin board ideas (App. VI-a), ask the following series of questions to arrive at the factors which make people what they are.

---What kind of music do you like and why do you like it?
---Does everyone like this kind of music? Why or why not? (different ages, geographic areas, background, etc.)
---What kind of music would they like in Brazil or China or Arabia? Why? (environment and culture affect us)
---What affects what you are and how you behave and how you think?

Environment

(1. Heredity
2. Type of family
3. Place in the family
4. Relationships within the family
5. Feelings about one's sexuality--if you are glad to be a girl or always wanted to be a boy
6. Experiences
7. Relationships with people one has met
8. Where one lives
9. Stereotyping
10. Perceptions of other people's feelings and ideas about you)

NOTE: At this time students do not need to make a complete list. The following activities can be used to bring out additional factors which students do not mention.

B. HEREDITY (Do activities 1, 2, or 3 and 4.)

1. Show magazine pictures of a man and a woman and have students predict what their children would look like. Include the two following examples as well as others.
   ---Show one adult with dark hair and one adult with blond hair to bring out dominance.
   ---Show a couple both of whom have similar coloring. After students have guessed that the child's coloring will probably be similar, show a picture of a child who is not like the "parents" and ask students to explain why.

2. From the following list of traits, students circle which ones are primarily inherited. Discuss any trait about which there is a question to clarify why this is or is not primarily inherited. (List of words should be duplicated for students.)

   Values
   Sex (male or female)
   Physical resemblence to ancestors
   Fears and anxieties
   Manner of speech
   Eye color
   Eating habits
   Ability to get along with others
   Color-blindness or lack of it
   Skill in sewing
   Mental capacity
   Potential height
   Talent for music
   Body shape (tall, thin, short, etc.)
   Tendency to develop certain diseases such as diabetes
   Tendency to have allergies

3. Students tell (or show through photographs if these are available) how they resemble any of their relatives and which if any of their traits (such as talents, susceptibility to allergies, etc.) are inherited.

Learning Experiences, cont.

4. Students refer to answers to "Who Am I?" (Stage I Activity B or C, p. 47.) Ask: How many answered or defined themselves in terms of some inherited characteristic such as Sioux, German, blue eyes, redhead? How is heredity related to self-concept?

C. EXPERIENCES AND PEOPLE WE KNOW (Do any of the following 5 activities)

1. Students determine the self-concept of a cartoon character or character in a story. Discuss according to the following questions:
   ---Is the self-concept negative or positive? Cite specific instances in the cartoon/story to support your answer.
   ---What happened in the cartoon/story to cause the person to develop this kind of concept?
   ---What effect did other people have on the self-concept?
   ---How does this apply to myself? (These same kinds of things have or could have happened to me. I may or may not have reacted in the same way.)

   Suggested cartoons? "Peanuts" cartoons--often deal with the self-concept feelings of its characters.

2. View the picture of the disabled Vietnam War veteran (App. VI-c.) Discuss how his injuries and disability may have affected his self-concept and name other kinds of similar experiences which could happen to people that could affect their self-concepts.

3. Students complete "Path of Life" (App. VI-d) and discuss in class according to the accompanying questions.[4]
   NOTE: Students may not fill all the boxes at this time. Refer back to this chart during the days that follow so students can add ideas as they gain perceptions of themselves (See Activity J, p. 56, under this sub-objective)
   NOTE: Students should feel free to refuse to share or discuss any of the events or people they named; they may say "I pass" to any question.

4. Students respond to the statement, "I am a part of what I have met." Discuss the implications of the statement toward behavior patterns and a person's concept of self. (Statement should be written where all can see it)

5. Class lists all the kinds of people with whom they have had some kind of relationship--teachers, parents, relatives, brothers and sisters, friends classmates, clergy, parole officers, etc.
   Then each student writes how each of these kinds of people has influenced his being and thinking. Some would be a positive influence and help them grow; others might be a negative influence and make them feel inferior, incapable, unloved.
   Divide the class into small groups to share their ideas. Have class generalize that: Each person is influenced differently by the same kind of person.

D. WHERE A PERSON LIVES AND HIS CULTURE (Do either of the following two activities)

1.[4] Students (orally or written) rank the following terms in order of which they would like most to be: African, Eskimo, Russian. Follow by discussion:
   ---How would you be different if you were born an African? An Eskimo? A Russian?

---What would cause these differences?
---In what ways is your environment different from the one your parents were raised in?
---What differences are in people today at your age compared to your parents when they were your age?
---How has your environment or culture affected how you feel about yourself?

2. Students contrast environmental influences of growing up in a rural and urban area. They may do this orally or illustrate by pictures, stories, poems, etc. Relate these influences to a person's feelings about himself.

E. FEELINGS ABOUT ONE'S SEXUALITY (Do activity 1 or 2 and 3)

1. Students listen to the song, I ENJOY BEING A GIRL while following along with the words. (App. VI-e) This song is recorded on the album "Flower Drum Song" by Rodgers and Hammerstein. Discuss:
---What is the song telling us?
---When did you first know you were a boy or girl and how did you feel about it?
---How do you feel now about it?
---How has this affected how you feel about yourself?

2.[5] Students examine several children's storybooks for the ways males and females are portrayed:
---Are they consistent with today's world or do boys do interesting things while girls watch?
---Are the mothers shown as housewives in aprons or do some of the illustrations reflect the fact that over 31 million American women are in gainful employment and aprons may be worn by men and boys?
---How have these stories helped to form the self-concepts students now have?
---What could be the effect of the stories on the child's self-image if the child differed from what the story portrayed, i.e. a girl who likes to do "masculine" things and sees only the traditional view of girls in the stories?

3. Have students generalize from Activity 1 or 2: Being comfortable with one's sex role contributes to a feeling of self-worth.

F. FAMILY (Do any of the following activities)

1. Birth Order
Students read and discuss the following magazine article in terms of the relationship between birth order and self-concept:
"Why You Are The Way You Are," p. 105, Seventeen, January 1973.
OR
Divide class into groups according to their order in the family--first, middle, youngest or only child. Each group develops the idea of "What has happened to me because of my place in the family."
Each student then interviews someone who has a different place in the family. (preferably someone not in class) about how they feel about their place in the family and what has happened to them because of it. Follow by class discussion of the relationship between birth order and self-concept.

Learning Experiences, cont.

2. Type of family
Use the following bulletin board idea as a visual:
Show various types of families with paper dolls or magazine cutouts--Nuclear, Extended, One-parent, Second marriage with stepparents, Foster Family, Guardians. Racial groups representative of class members should also be shown. Students share ideas on how the kind of family could (or has) influenced the way people feel about themselves.

3. Students discuss the following idea: How do parents affect their child's self-image?

C. ACTIONS OF OTHER PEOPLE (Do either of the following activities.)

1. Students compare the following two incidents and tell how each of these would contribute to the child's self-concept.

> Larry has just returned from school. He is very excited and wants to tell his mother what happened. He is so excited that he stutters as he tries to tell her. "M-m-m-m-mommy, guess what. D-d-do you know what we did today?" His mother is busy making supper. "Not now Larry. Can't you see I'm busy? You can tell us later when we are eating. If it's that big a deal, it will keep. And please slow down. You are talking so fast you are stuttering."
>
> Danny has been busy all afternoon in his room making a model airplane. He is very interested in flying; he has read a lot of books about the subject and has a collection of models he has made. Towards the end of the afternoon he came into the living room and said, "Come on Dad, I want to show you my new model. It's really something." Although his Dad had just started reading the newspaper and has been shown all of Danny's other models, he put his paper down and went into Danny's room.

Students then tell of other kinds of incidents that have or could have happened at home, at school, or with friends from early childhood to the present time that would either positively or negatively affect a child's self-image. These incidents could be written out as the two above are and shared, or they could be role-played. Ways of changing negative to positive situations could be planned.

2. Students read the short story "Dock Girl" in Co-Ed, May-June 1973, Vol. 18, pp. 30-38. Concepts developed in the story are:
   a. Maggie's embarrassment about her size.
   b. Rob's fear of his weakness as a threat to his masculinity and his self-worth.

   Discuss:
   ---Have any of the class felt like Maggie or Rob?
   ---Why did Maggie and Rob treat each other as they did at the beginning?
   ---Why did Rob cut Maggie down? Was it to hurt her or help himself? How can nicknames hurt a person or scar them for a long time?

   Have the class rewrite the ending to the story. Do students feel the ending provided is realistic?

H. STEREOTYPING (Do the following activity)

Teacher shows pictures of various people about whom it would be easy to form an impression, i.e. policeman, doctor, American Indian, Black Militant, male ballet dancer, hippie, grandmotherly type, etc.
Ask students:
---What descriptive words or phrases come to your mind when you see this person?
---Is your description accurate: Why or why not? How do you know?
---What is a stereotype? Are any of your descriptions stereotypes? How do stereotypes develop?
---How might stereotypes affect the way a person feels about himself?

I. PERCEPTIONS OF OTHER PEOPLE (Do any of the activities 1-6 plus activity 7)

1. Students read the case study of Carl (App. VI-f). Discuss according to the following:
---Why did Carl think he was no-good and mean?
---Was he really this way? Why?
---Was Carl's view of himself realistic? Why? (conceived prematurely so not accurate.)
---What does this case study tell us about our self-concepts?

2. Teacher shows a picture of a girl. Say: "This is Marlys. Let's pretend that we all know Marlys. Some of us like her and some do not, just as with most people. Let's describe Marlys. Each of you will be someone in her life--parents, teachers, friends, minister, employer, etc. Begin by saying, 'I know Marlys, I am her mother, her minister or whatever.' Then write how you see Marlys. If you wish to, you may assume several different roles to describe Marlys." Possibly do one or two more pictures.

Discuss:
---How might Marlys feel about herself and see herself if she were aware that this is how _____ sees her?
Students compare the different ways different people see her. Have students generalize that: We see ourselves as we think others see us and different people see us in different ways.

3. Collect anonymous essays on "What Others Think of Me." These could be written by a variety of people--students in class, other students, teachers, other adults.
Students individually or in groups read an essay and describe the self-concept this person might have and why. Have students generalize: We see ourselves as we think others see us, and different people see us in different ways.

4. Use as a discussion starter the following sentence written on the board or where all can see it. "I am what other people think of me."

5. Use the bulletin board idea (App. VI-g) as a discussion starter.
---What is a mirror image?
---What is the relationship between my concept of self and how others see me?
Have students generalize that: The self-concept is formed by our perceptions of how others see us, and different people see us in different ways.

6. Students complete the chart "Which is the Real Me?" (App. VI-h)[6] Directions are: this page is designed to help you think through who you are and how you became what you are. The first column on appearance has been filled in to help you begin--space is provided for you to enter your feelings too. Consider each category, working bottom to top, from the point of view of what you feel your father thinks of you, what you think your friends think you are, etc.

   NOTE: A variation would be to have parents and/or friends fill in columns unless it would prove to be negative for students i.e. a student feels he has a good personality and others see him in a negative manner. The objective of the unit is for students to feel good about themselves and this could defeat the purpose.

   Discuss:
   ---Do I see myself the same or different than others see me? Why?
   ---Does everyone see me the same way? Explain.
   ---Do others see me accurately? Why or why not?
   ---How does the way others see me contribute to the way I see myself?
   ---Am I being realistic in my evaluation of myself?

7. Question for discussion: What determines which of these concepts of self given us by others we accept and which we reject?

J. Follow up any of the activities under B-I with the following to help students see that definitions of self which originate prematurely may not be accurate because they are formed without a factual basis and/or are formed while the young personality is still undergoing many changes.

Students write or orally tell what they have learned about how their self-concepts were formed by participating in these activities (those under B-I). They may refer back to the "Path of Life" (App. VI-d) and fill in more of the boxes.

Discuss:
---Which of these perceptions of our self are accurate? How do we know? Are they based on fact? Have we changed so these perceptions are no longer accurate?
---Do we have to accept these definitions of our self? Explain.
---What can we do if we don't like the definition of our self that these other people, experiences, etc. have defined for us?

Sub-objective: Each student will cite at least one way that he is unique.

Sub-generalization: A person's self-image is enhanced when he recognizes that he is a capable and important person with unique qualities.

Directions: Do at least one of the activities A-C plus do Activity D.

NOTE: The activities from the sub-objective citing reasons for being proud of oneself could be used to bring out the uniqueness of individuals; we are each unique in the things we do well or our successes and in this way can make a contribution to family, friends, job, etc.

A.[4] Create a piece of unique "art" in front of the students by tearing pieces of colored crepe paper or construction paper in various free form patterns and stapling or pasting them on a sheet of paper. When you have finished ask:
---Have you ever seen this before? One exactly like this?
---What can you say about this?
---What did I do here?
---Could you do exactly what I did?

Students then create their own piece of "art" in 5-10 minutes from a choice of media such as crepe paper, construction paper, crayons, felt-tip pens, etc. Students then compare their "art" with each other to see if any details are alike. Ask student to apply these ideas to people.

B. Students complete a "My Favorite Things" paper (see below).[4] Then dividing into groups by birth month, compare their answers with others in the group. Through discussion bring out that each person is unique and has his own special interests and that we tend to do well those favorite things (or look good in our favorite color.)

My Favorite Things

In my spare time I like to ______________
My favorite subject in school is ______________
My favorite color is ______________
When I have to help out at home, I prefer to ______________
My favorite food is ______________
My favorite TV program or movie is ______________

C. Students prepare a class collage of "Our Favorite Things".[4] Each student, illustrates by picture or drawing his favorite thing on a construction paper disk 4-5 inches in diameter, which are then displayed in some manner. Through discussion bring out that each person is unique and has his own special interests and that people are usually pretty good at things that interest them.

D. Circular Response. Students are in a circle. Each person tells the person on his right one way they are alike. Going around the circle again, each person tells the person on his left one way they are different.

E. Students make a sketch, drawing, cartoon, find a picture, write a story or poem which illustrates what makes them unique.

Sub-objective: Each student will demonstrate increased feelings of self-worth by doing things which help others feel good about themselves.

Sub-generalization: A person who feels comfortable with himself can help others feel good about themselves.

Directions: Do any of the following activities.

A. Ideas for a class starter one day:
Have students think of a specific person and tell something they could personally do to make that person feel good about himself. They need not tell the name of the person if they prefer not to, e.g. a young boy, a middle-aged woman, etc.

B. Students break into groups. Each group is given a particular kind of person i.e. little brother, grandmother, father, mother, another girl in school (not a particular friend) older sister, little sister, etc. Each group plans ways they could help this person feel good about himself. Kinds of people could be shifted among groups so others could add their ideas.

Variation: Each person is given a list of these people and plans one way to help each of these people feel good about themselves. Ideas are then compiled and shared with class.

C. Strength Bombardment (Stage II, Learning Activity D, p. 49, under the sub-objective "Each student will cite reasons he has to be proud of himself that he did not recognize before completing these activities.")

D. Keep a diary for a given period of time recording things you did each day to help other people feel good about themselves. Time could be allowed at the beginning of class to keep this up to date. At the end of the length of time, students write a short paragraph explaining their feelings as they did these things for people.

STAGE III: (To reinforce that which has been learned as well as to stimulate students to apply the information in other situations.)

A.[4] Have students illustrate by means of a story, poem, picture, sketch, cartoon why "It's neat to be me." The teacher can get the students started thinking by sharing with them how she thinks its great to be herself.

B.[4] Students prepare a "Me" collage by using words, pictures and symbols that are representative of themselves such as things they like to do, their abilities, talents, their feelings, what they want to do with their lives, etc. These are to be done outside of class and not to be signed.
When the collages are completed, they should be displayed in the classroom. First have the students try to guess who made each collage. Then have each student explain to the class the items in the collage and the reason for their inclusion.

Variation: Instead of a collage students could prepare a "Me" booklet on the same order as the collage.

C. Give students the opportunity to revise their "Who Am I?" Bag. (Stage I, Activity D, p. 47.) Are there more items they want to put on the outside of the bags, either new items or items that were previously on the inside of the bag? Students could explain the items on the outside of the bag to the class if they wished, but the teacher should not collect them as their private feelings are represented on the inside of the bag.

D. In a child development unit, students could plan ways to help younger children develop positive self-images.

---

[1] technique adapted from those described in Happenings in Florida Home Economics, Issue III, Vol. 4, March, 1973.

[2] adapted from a technique described in Teaching For Changed Attitudes and Values. Josephine B. Ruud. H. E. Ed. Assoc. 1201 16th St. N.W., Washington, D.C. 20036.

Learning Experiences, cont.

[3] technique adapted from those described by Raths, Harmin and Simon. VALUES AND TEACHING. Columbus, Ohio. Charles E. Merrill Pub. Co. 1966.

[4] adapted from techniques developed by Harold C. Wells and John T. Canfield. ABOUT ME. Combined Motivational Education Systems, Inc. 6300 River Road, Rosemont, Ill. 60018. 1971. Student workbook and teacher's guide which is a self-concept program designed to help 4th, 5th and 6th graders reach their full potential.

[5] technique described in Penny's Forum, Spring/Summer 1973, p. 15.

[6] technique described in Penny's Forum, Spring/Summer 1969.

EVALUATION IDEAS

Results of Activities in Stage III can be compared to the results of activities in Stage I and the teacher's previous knowledge of the students to determine if students have gained a more positive self-concept.

Sub-objective 1

Students complete a "Putting Myself Together" puzzle. The teacher gives each student blank puzzle pieces which will fit together in the outline of a person. (See Bulletin Board Idea, App. VI-a.) The student is to label each of the pieces with one important idea, event, etc., from his heredity or environment, which helped to form his self-concept, and put the pieces together on a sheet of paper to form a person. He also makes a statement supporting and explaining his choices.

Sub-objective 2

A. Students determine one of their best characteristics and make a sketch, drawing, cartoon, etc. or write a story which illustrates this point.

B. Students determine one special ability they have. List ways this ability has been used and additional ways it could be used.

Sub-objective 3

Learning Activity E, Stage II, p. 57, under the sub-objective "Cite at least one way he is unique."

Sub-objective 4

Demonstrate increased feelings of self-worth by doing things which help others feel good about themselves (Learning Activity D, Stage II, p. 58, a diary of what one does to help others feel good about themselves)

IDEAS FOR:

FHA:
Carry out a project where you help someone feel good about himself, i.e. spending time with a grandmother, having someone teach you a skill, visiting or helping at a nursing home. This could be done by individuals or as a group project.

Quest:

A. Write words for a song, "I Enjoy Being a Boy" to the music of, "I Enjoy Being a Girl."

B. Dr. Tom Harris in his book I'm O.K.--You're O.K. places people in four categories depending upon how they feel about themselves and others. These are:

1. I'm not O.K.-You're O.K.
2. I'm not O.K.-You're not O.K.
3. I'm O.K.-You're not O.K.
4. I'm O.K.-You're O.K.

The student will write a paper telling which group he is currently in. He should tell his feelings towards himself and others, and explain why he feels he is in this group. This paper need not be shared with anyone or the student may talk over his ideas with the teacher if he so desires.

Additional Resources

1. "Who Am I? The Search for Self," filmstrip and record. $13.13
   Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614

2. SRA Guidance Pamphlets
   Science Research Associates, Inc.
   259 East Erie Street
   Chicago, Illinois 60611

   a. All About You. William C. Menninger, M.D. Grades 6-9. 1-24 copies, each $.92. No. 5-1090

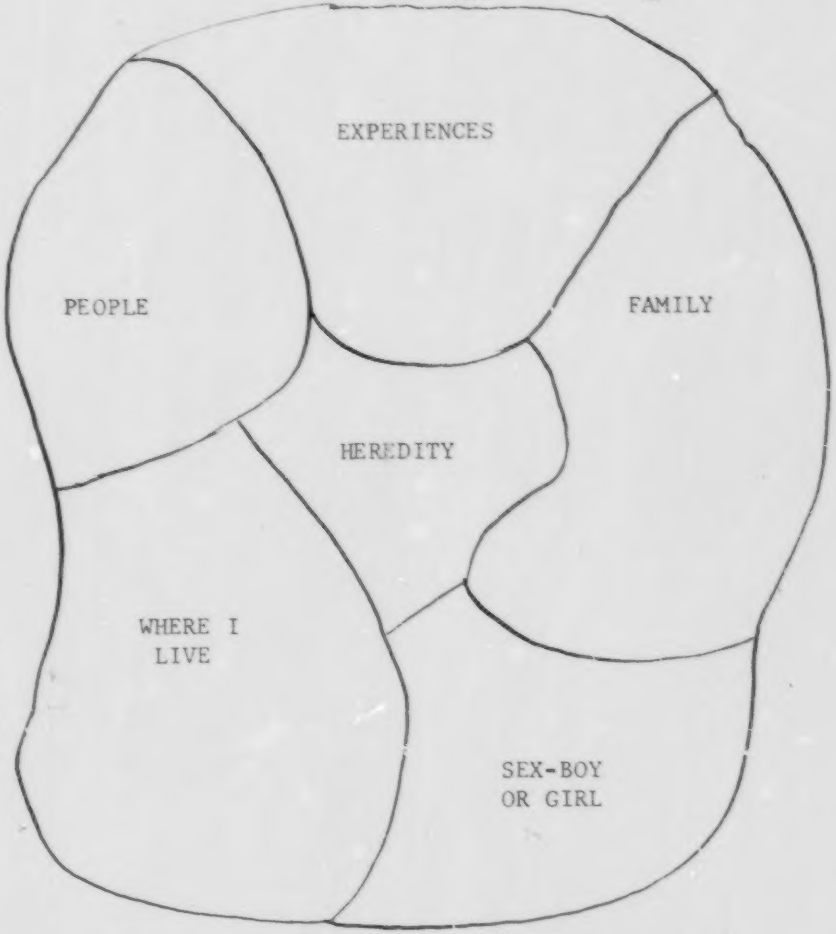
   b. Discovering Yourself. Marjorie C. Cosgrove and Irma Unruh. Grades 7-9. No. 5-186 $2.25
      Helps develop concept of self with self-appraisal charts, quizzes, examples. List of films, books, and group activities to aid class discussion and projects. 72pp.

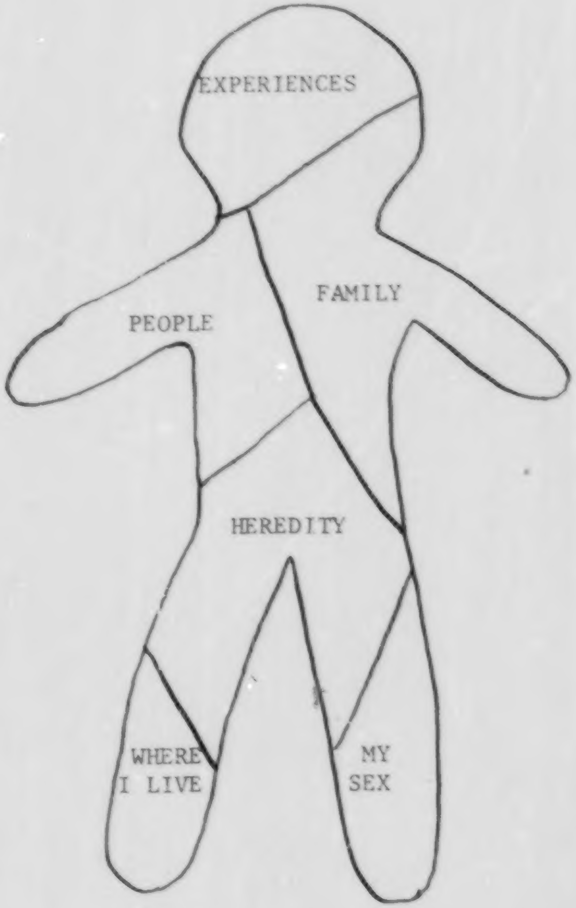
   c. Understanding Yourself. William C. Menninger, M.D. Grades 9-12. 1-24 copies, each $.95 No. 5-841

   d. How to Increase Your Self-Confidence. C. Gilbert Wrenn. Grades 9-12. 1-24 copies, each $.95 No. 5-833

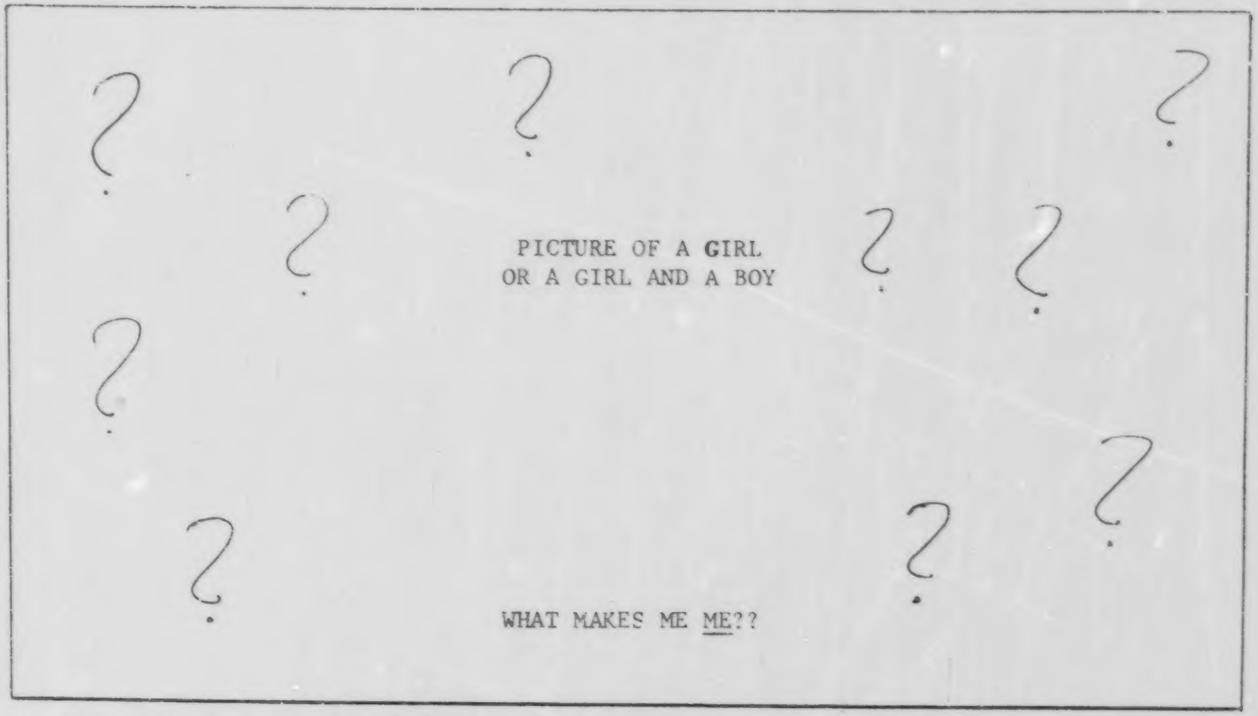
   e. Getting Along With Others. Helen Shacter. Grades 9-12. 1-24 copies, each $.95 No. 5-158

DISCOVERING MYSELF IS—
Putting Together The Puzzle





Instructions: Puzzle pieces can be made in either the shape of a person or a freeform shape. Prior to the discussion, the blank side of the pieces can be placed on the board in random fashion. As students list various factors, or after they are brought out through subsequent activities, they can be written and/or illustrated by pictures on the front side of the puzzle pieces and the "puzzle" put together on the board.



As the students list the factors which make a person what he is, or after they are brought out through subsequent learning activities, they can replace the ?'s with pictures which illustrate the various ideas.

VI-b

MY SUCCESS CHART

Where my Successes Happened	Successes	Reasons Why They Were Successes							
		Helped Somebody	I did it well and felt good	I was given money or a present	I got somebody to do something	I did it all by myself	I learned something new	People respected and liked me	My family was proud of me
1									
At Home 2									
3									
4									
At School 5									
6									
7									
With my Friends 8									
9									
My Biggest Success 10									

I am a success when ____________________

Directions:

1. List three successes for each area--home, school, and friends.

2. From the nine successes listed, decide which one was your biggest success. Enter this in the box labeled "My Biggest Success."

3. Review each of the successes. Decide why each of these were successes and check all the reasons each was a success.

4. Add up each column to see which category received the most check marks. Using the categories which received the most checks, complete the sentence at the bottom of the page (I am a success when __________). For example, if you had the most checks under "I did it well" you would write, "I am a success when I do things well." This would be what it is that makes you feel good and what motivates you.

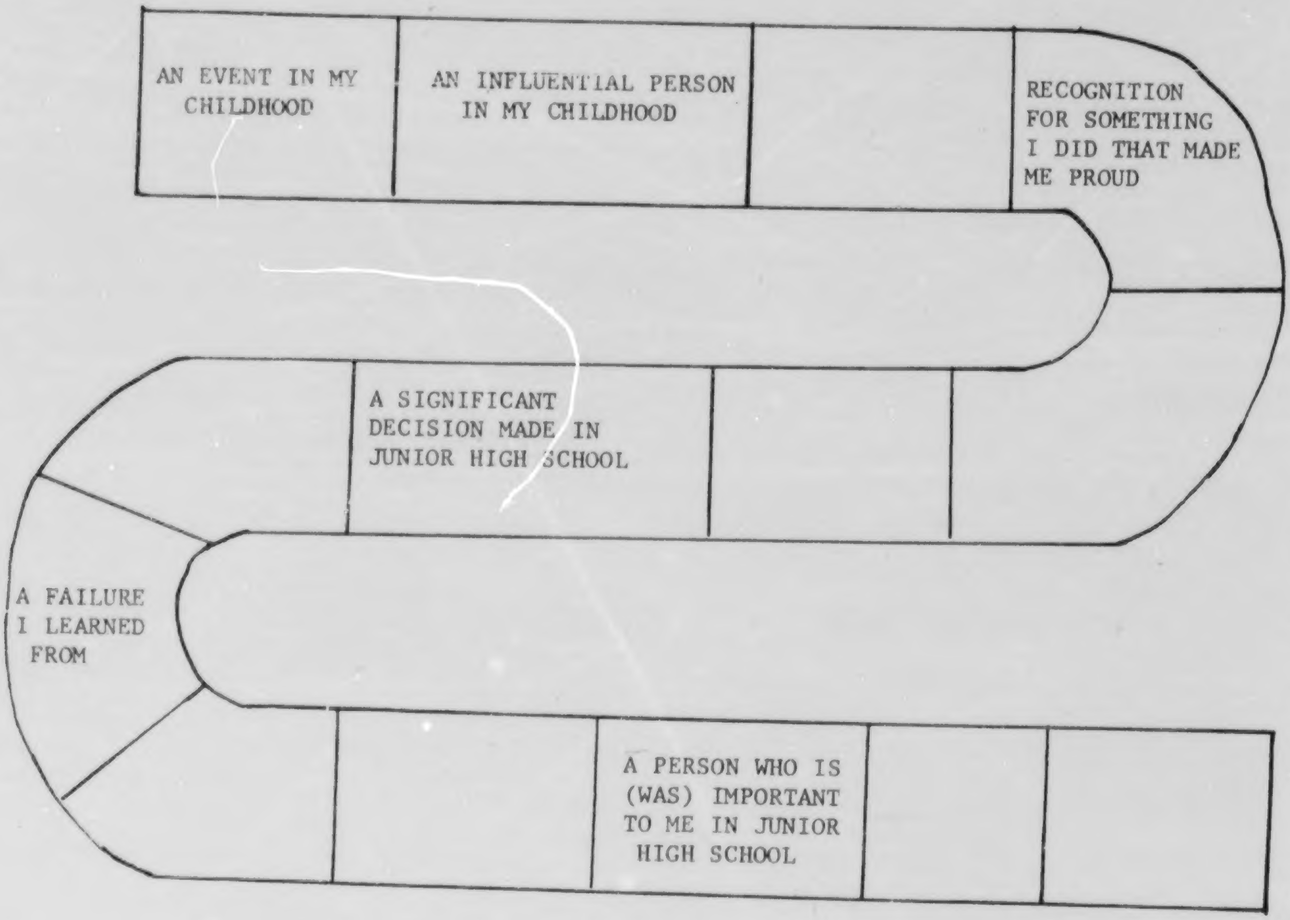
VI-C

This is Mark, 25, a Marine Corp lance corporal, who was wounded on patrol in August, 1970. "About five minutes after I was hit, I knew I was paralyzed," he recalled. "After they'd taken the bullet out, the doctor said, 'Mark, it looks like you will be paralyzed for the rest of your life.'"

PATH OF LIFE

Directions: Think about some of the people and events which have influenced who you are and write these in the appropriate spaces in the Path of Life below. More personal situations that were important in your life can be included than are asked for here. These can be written in the blank spaces. For each situation, think through the following questions.

1. Why was this event important?
2. Why did this event influence me?
3. How did this event or person influence my life and who I am today?
4. If the situation had been different in some way, would my life have taken another course? How?
5. How have these situations or people affected the way I feel about myself?


AN EVENT IN MY CHILDHOOD
AN INFLUENTIAL PERSON IN MY CHILDHOOD
RECOGNITION FOR SOMETHING I DID THAT MADE ME PROUD
A SIGNIFICANT DECISION MADE IN JUNIOR HIGH SCHOOL
A FAILURE I LEARNED FROM
A PERSON WHO IS (WAS) IMPORTANT TO ME IN JUNIOR HIGH SCHOOL

I ENJOY BEING A GIRL

Words by Oscar Hammerstein II Music by Richard Rodgers

I'm a girl, and by me that's only great!
I am proud that my silhouette is curvy,
That I walk with a sweet and girlish gait
With my hips kind of swivelly and swervy.
I adore being dressed in something frilly
When my date comes to get me at my place.
Out I go with my Joe or John or Billy,
Like a filly who is ready for the race!

Refrain:
When I have a brand new hairdo
With my eyelashes all in curl,
I float as the clouds on air do,
I enjoy being a girl!
When men say I'm cute and funny
And my teeth aren't teeth but pearl,
I just lap it up like honey
I enjoy being a girl!
I flip when a fellow sends me flowers,
I drool over dresses made of lace,
I talk on the telephone for hours
With a pound and a half of cream upon my face!
I'm strictly a female female
And my future I hope will be
In the home of a brave and free male
Who'll enjoy being a guy having a girl like me.

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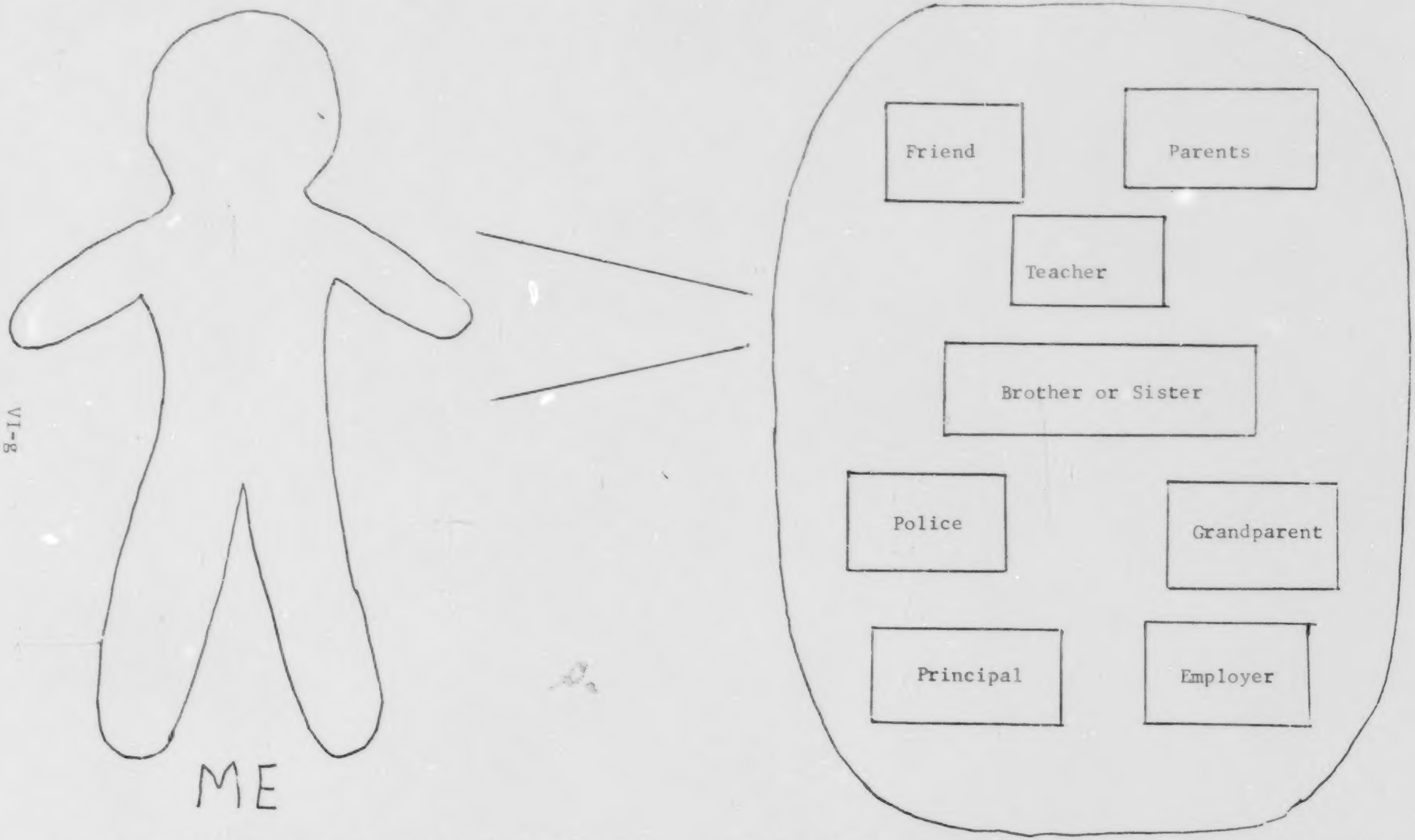
Case Study-Carl

Carl was a typical boy. When he was little he was very active and curious. He liked to crawl up on counter tops and get into cupboards. Sometimes he would get into the packages of food in the cupboards, spilling gelatin and sugar all over. When he did things like this his mother would spank his fingers and say, "Carl, you are a naughty boy." When he got a little bigger he learned to ride a trike. He loved to ride up and down the sidewalk. Sometimes, instead of turning around, he'd keep riding all the way around the block. Then his mother would have to come and look for him. "Bad boy," she would say. "You get home this instant." When Carl started first grade, he had trouble sitting still at his desk all day. He wanted to get up and run around. "Carl, sit down," the teacher would say. When he did sit down, the teacher didn't pay much attention to him. One of the first days of school when Carl was in 2nd grade, he overheard his first grade teacher tell his second grade teacher, "You have to watch out for Carl. He's a real little devil." The older Carl got the worse he behaved. When he was in 5th grade, he started shoplifting. Soon he had other kids doing it too. But then Carl was caught. The counselor at school talked to Carl. Carl told him, "I'm a no-good, mean kid. That's why I take things from stores."

MY MIRROR IMAGE



Directions: Cut the "Me" figure out of paper which contrasts with the background. Use aluminum foil to give the reflecting surface of the oval "mirror." On the mirror attach pictures of various people students come in contact with. This could be done in 3-dimension as a display so the outline of the person is actually "looking" into the mirror.

WHICH IS THE REAL ME?

IDENTITY IDENTITY IDENTITY

	DRESS		BEHAVIOR	PERSONALITY
I FEEL I AM . . .	FOR EXAMPLE CONSERVATIVE IN DRESS SELF IMAGE	SELF IMAGE	SELF IMAGE	SELF IMAGE
MY FRIENDS THINK I AM . . .	 fashionable			
MY MOTHER THINKS I AM . . .	 SLOPPY			
MY FATHER THINKS I AM . . .	 EXTRAVGANT			

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DUAL ROLE

INTRODUCTION

The dual role concept refers to the assumption of an occupational role (wage earner, student) plus the role of homemaker or a combination of these roles such as student--wage earner--wife--mother.

These roles involve both men and women, single and married. The single man or woman who maintains his own home has both an occupational role and is a homemaker. Many parents are single parents being widowed or divorced or never having married. Being responsible for their family they are usually both wage earners and homemakers. Nine out of ten women will be gainfully employed outside their home for a total of 20-25 years, and 60% of the women who work are married. Therefore, men and children assume dual roles also as they share in the household responsibilities.

The aim of this unit of instruction is to assist the teacher in emphasizing the importance of preparation for the dual role. The unit is written at the intermediate level, and the wording is geared toward girls. However, with adaptation it can easily be taught to boys and at the advanced level.

Title: Dual Role

Grade Level: Intermediate to Advanced

Objectives:

As a result of this unit the student should:

1. accept the statistical probability that he will have a dual role of homemaker--wage earner at some time during this lifetime.
2. accept the necessity of preparing for a dual role.
3. assess the chances for success in given dual role situations.
4. comprehend that one's hierarchy of values may change throughout life.
5. clarify his values that are relative to dual role decisions.

Generalizations:

1. The average woman will work at least 20-25 years of her adult life according to the Women's Bureau statistics.
2. A person who accepts the fact that he may be employed many of his adult years will more willingly prepare for the future.
3. When one has prepared for the possibility of having a dual role in the future, he is more likely to manage that role successfully.
4. The success of the dual role is dependent upon:
   ---the ability to resolve problems or conflicts that arise.

   ---the willingness of all family members to share the responsibilities of the home.

   ---a positive and accepting attitude of all family members towards the dual role.
5. One's value hierarchy may change throughout life due to knowledge, new experiences, changed circumstances, and maturity.
6. A person is better able to make a rational and intellectual decision about an issue when he is aware of the values and assumptions underlying those values in regard to that issue.

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Stage I: (Gaining the attention and interests of students.)

Directions: Choose from among the following activities.

A. Class discussion using the bulletin board idea (App. VII-a) as a springboard.
---Where do you see yourself?
---How aware are you of what is involved in each of these alternatives?

B. Devil's Advocate[1]
The teacher plays the Devil's Advocate by presenting an argument using extreme and dogmatic statements on the topic "Women's Place Is In the Home." Follow by discussion questions such as:
---What is your reaction to what the devil says?
---What arguments could you offer to refute the devil?
---To what extent do you agree with the devil?

The devil's argument could go like this:
"I'm going to be the devil today and I say WOMEN'S PLACE IS IN THE HOME. They shouldn't be out competing in the work world with men. Women are not meant for such things; they are much too delicate. Men are supposed to be the stronger person, the breadwinner, the master of the house. Women are supposed to be subservient to men. Women who work are only taking jobs away from men who could be supporting their families if they had the job. When women work the whole family suffers." So speaks the devil. (A transparency master of the devil, App. III-b, could be shown on the overhead projector while the teacher is giving the devil's argument.)

C. Value Continuum[1]
The purpose of this strategy is to show the many alternatives available on the issue of dual role. It is best done before the consequences of each position are explored and students prematurely began to take positions. The teacher identifies the issue (dual role) and then the polar positions are identified. The class then identifies other positions on the issue and places them on the continuum, both in relationship to the poles and to positions already placed.

NOTE: This can be illustrated by use of a chalkboard with the polar positions written on the extremes of a long line or by using a string or wire with the extreme positions written on paper and clothespinned to each end.

It is more important to identify as many positions as possible than to determine their exact placement on the continuum. The importance of this technique is not in giving visual representation to an issue but in showing that most issues have a wealth of possible alternatives. This is also a good way for the teacher to present alternatives without seeming to be in favor of any particular one.

Possible polar positions are:
1. A woman should never under any circumstances be a wage earner.
2. A woman should always have both a full time job and maintain a home and family.

Additional positions may be those suggested under Learning Activity A, Stage II, Objective 5, p.69. (See App. VII-m.) Other positions may be suggested also.

Learning Experiences, cont.

Stage II: (Teaching the subject matter.)

Objectives:

1. Accept the statistical probability that he will have a dual role of homemaker--wage earner at some time during his lifetime.

2. Accept the necessity of preparing for a dual role.

Directions: If students need definitions, complete Activity A. Complete Activity B and F and as many of the Activities C-E as students need to be able to attain the objectives.

A. Definitions. Students:
   1. define "role."

   2. act out and/or list some of the roles they assume such as student, child, sibling, wage earner, sweetheart, friend, etc.

   3. define "dual role." (See Introduction to this unit for a definition.)

   4. list several types of dual roles such as:
      a. wage earner: single girl or bachelor
      b. wage earner: mother and/or wife
      c. wage earner: father and/or husband
      d. student: single girl or bachelor
      e. student: wage earner: single girl or bachelor
      f. student: wage earner: mother and/or wife
      g. student: wage earner: father and/or husband
      h. student: mother and/or wife
      i. student: father and/or husband

   5. identify people in the community or others students know who have any of these dual roles.

B. Pre-testing. Students complete any or all of the following pre-test materials.
   1. Quiz. Preparation for the Dual Role. (App. VII-b)
   2. Written reaction to a case study. (App. VII-c)
   3. Attitude Questionnaire. (App. VII-d)

C. Have the class separate into groups to illustrate the following statistics.[3] Groups could also show an 8½" x 11" sign telling who they are.

   1. 9 out of 10 women can expect to spend 20-25 years in full time work. (Divide the class into 2 groups--9/10 of the class in one group and 1/10 of the class in the other group. The 9/10 group could hold up a sign saying, "We will work 20-25 years," and the 1/10 group could hold up a sign saying, "We will work less than 20 years.")
   2. 38% of all the people who work are women. (Redivide the class into 38% and 62% for number 2.)
   3. 57% of women ages 20-24 years are working.
   4. 54% of women ages 45-54 are working.
   5. 49% (1 out of 2) of all women ages 18-64 are presently working.
   6. 60% (3 in 5) of working women are married and living with their husbands.
   7. 34% (1 out of 3) married women work.
   8. 50% of all mothers with school-age children and living with their husbands work.
   9. 33% of all mothers with children under 5 and living with their husbands work.
   10. 25% of all wives with children under 3 work.

D. Students complete the questionnaire "Is the Dual Role for Me?". (App. VII-e) Then to see how many of the students will at some time in their lives probably have a dual role, divide the class in the following way:
   1. Have all those who answered yes to question #1 get into one group.
   2. Add to that group all those who answer yes to question #2, then question #3, then question #4, then question #5, then question #6, and then question #7.
   3. Students will now be in one or two groups. (If statistics are borne out, there should not be many left in the group which answered yes to question #8 and not too many who answered yes to questions #7 or #6.)
   4. Students may, if they wish, give their reasons why they think they will be in the group they are in.

E. Students work through the exercise "Working Women" (App. VII-f) and determine why some statements are probably false, probably true, or provide insufficient data to make determinations according to the key which is included.

   NOTE: Besides meeting the stated objective, a secondary objective for this activity is to help students learn to analyze data and get meaning from them.

F. Class Discussion
   1. What implications do trends or statistics such as the following have for the dual role and for me personally?
      ---Educational attainment is related to income: the higher the level of educational attainment, the higher the income in most cases.
      ---The divorce rate is rising in this country.
      ---The birth rate is declining: families are having fewer children.
      ---Couples will live half their lives together after the children are gone.
      ---Most mothers will be relatively free of child care after age 30 when their last child enters school.
      ---Women usually live longer than men.
      ---It has been found that the amount of time a man helps around the house does not vary with the amount of time his wife works outside the home. In fact, he contributes about the same amount of time whether she works or not.

         If she is employed full time he contributes 1.6 hrs./day.
         If she works 1-4 hrs./week, he contributes 1.7 hrs./day.
         If she works 15-29 hrs./week, he contributes 1.6 hrs./day.
         If she works 30 hrs. or more/week, he contributes 1.6 hrs./day.

         (Research findings of Dr. Katherine Walker, Cornell University. Taken from Penny's Forum, Fall/Winter 1961.)
   2. What are the implications for the future of statistics regarding women working (Activity C above)? for me personally?

Objective 3: Assess the chances for success in given dual role situations.

Directions: Choose from among the following learning activities.

A. Students determine the behaviors required by each of the roles listed in Activity A, Objectives 1 and 2, p. 66.
   Then chart on a circular graph (App. VII-g) the time required to perform each of these behaviors. Use the chart "How Urban Women Use Time" (App. VII-h) to help determine times required for various homemaking responsibilities.
   Compare graphs for the different role configurations and draw implications from the findings.

Learning Experiences, cont.

B. Students listen to Career Development Tape #0, Dual Role. (Available on loan from Office of the State Supervisor, Vocational Home Economics, State Office Building, Bismarck, ND 58501.)

This is a panel discussion by three women. Points brought out include:

Who has a dual role?
What problems result from a dual role?
Why do women assume a dual role?
What can be done to prepare for a dual role?

OR: Have a panel discussion of local people with dual roles to bring out points brought out by the taped panel discussion as well as additional points suggested in the next learning experience. (Including people representing a variety of dual role situations such as a man who recognizes that he too has a dual role, someone who works part time, and a single working person would broaden the idea of dual role for students.)

C. Students interview (via cassette tape recorder if possible) people with a variety of kinds of dual roles, asking questions such as:

What are the roles of your dual role?
Why do you work (or assume a dual role)?
What problems have arisen because of your dual role?
What adjustments have you had to make in your life because of your dual role?
Do you feel you were prepared for your dual role? If not, how could you have been better prepared?

D. Students divide into five groups and plan and present to the class skits or role plays based on five alternative positions on the dual role. (App. VII-i) Skits or role plays are then discussed. Possible questions are:

---What are the pros and cons of each situation?
---How are the family members affected in each situation?
---What problems might develop in each situation?
---What adjustments might need to be made in each situation?
---What are the chances of success of this dual role? Explain.
---What attitudes toward the dual role do you see in each situation?
---What might happen to the relationships in a family where there is conflict over the dual role?
---What can happen in families when all the mother's time is taken up with her job and her homemaking responsibilities?

E. Students read Chap. 23, pp. 256-267 in Relationships. Helen G. Westlake. Boston: Ginn and Co. 1969.

F. Students complete the form "Why Work?" (App. VII-j). Have a variety of other people also complete the form. Compare answers of men to women, younger people to older people, those not now working with those presently employed, people who must work to support their family with those whose income supplements the family income.

Ask:
---Why do women work?
---What is the relationship between reasons for working and success in managing the dual role?

G. Students complete "Housekeeping: Family Record." (App. VII-k) Compare who does what job and the time required for each job between families where the mother works and families where the mother does not work outside the home. Findings could be reported in the form of a table or graph. (A committee could do this.) What implications can be drawn from the findings for the dual role?

H. Can of Squirms
Students draw out of a can a slip of paper on which is written a problem that could develop in a household in which the mother is employed outside the home. (Problems could be ones identified earlier in class.)
Students must give suggestions for solving or alleviating this problem. Others in the class may add additional suggestions.

Objective 4: Comprehend that one's hierarchy of values may change throughout life.

Directions: Do either or both of the following activities.

A. Students read the case studies (App. VII-1) and answer the accompanying questions about each case study.

B. Students complete the following exercise orally or in writing.
   1. Recall and list what was most important to you 3-5 years ago.

   2. What is most important to you now? List.

   3. What does this tell us about a person's values? (Objective 4)

   4. What does this mean in terms of your own life?

Objective 5: Clarify his values that are relative to dual role decisions.

Directions: Do at least one of Activities A-C and at least one of Activities D-F.

A. Students determine values and underlying assumptions involved in various dual role decisions. (App. VII-m)

B. Students complete the following in writing or orally.

   1. Describe a person who values
      a.) personal fulfillment
      b.) being a good mother
      c.) her family's happiness
      d.) a comfortable standard of living.

   2. How would she behave in terms of what she does during her adult life?

   3. What assumption is being made in each answer?

   4. Are these assumptions warranted?

      NOTE: Students should bring out that there are many different ways to live any one value but they need to examine assumptions underlying behavior and whether or not these are warranted assumptions.

C. Two Chairs or Dialogue With Self[2]
This strategy is useful in helping students clarify their values and reach a decision when they are vacillating between two strong choices in their lives. This is how it is done.

Two chairs are placed at the front of the room. One chair represents one choice and the other chair the other choice. While sitting in one chair, the person explains why he should choose this position, then he moves to the other chair and answers himself and gives reasons for choosing this position. He continues in this manner until all the reasons or feelings are expressed or until he resolves the conflict.

To involve students in this strategy in regard to the dual role, present this situation or others involving the dual role.

> Mr. and Mrs. Jones have three children, a boy 8, a girl 10 and another girl 13. Mr. Jones's income provides them with all the necessities in life but certainly none of the luxuries. Mrs. Jones, who is a Licensed Practical Nurse, has been considering returning to work. She must decide whether or not to return to work.

Explain to students how the dialogue with self works.

Then have students, individually or in small groups, write a short script or dialogue of the conversation Mrs. Jones would have with herself.

Have a volunteer give his dialogue to the class as he moves back and forth between two chairs in the front of the room. Other students may also give their dialogues if they have additional ideas or they may ask questions of either chair.

At the end the teacher can ask the volunteer and other class members if they have achieved any insights into the dual role.

D. Students discuss results of the Attitude Questionnaire. (App. VII-d)
   ---Why did you answer as you did?
   ---What do you think is the basis of your attitude?
   ---How consistent are your attitudes with the realities of today's world?
   ---Could you change your attitude if you feel you should? How?

E. Students complete the following open-ended sentences and answer the questions that follow.

   1. I think a person can best achieve personal fulfillment by ______________.

   2. A good mother is ______________.

   3. A comfortable standard of living is ______________.

   4. To me family happiness means ______________.

   5. If I were a wife and/or mother I would work full time if ______________.
      part time if ______________.

   6. If I were a wife and/or mother I would not work outside the home if ______________.

(continued on next page)

Questions:
---What values do your answers imply? List.
---Are these really your values? Change them if desired.
---Rank order these values.
---What does this rank ordering tell you about your feelings towards the place of a dual role in your life?
---Do you think you'll feel the same in 10 or 20 years? Why or why not?

F. Student identifies his own position on a value continuum[1] by writing his position on a slip of paper and clothespinning it on the appropriate place on a line. (See Stage I, Activity C, p. 65.)

The teacher may then ask questions such as: (answers may be written or oral)
---Is this what you want and not what someone else wants for you?
---Did you consider other possible alternatives before choosing this one? Which ones?
---Have you really weighed your decision fully?
---Do you feel good about your choice?
---You are telling us about your choice by where you place your decision on the line. What can you now do about your choice?

Stage III: (To reinforce that which has been learned as well as to stimulate students to apply the information in other situations.)

Directions: These activities would be part of other units rather than completed as part of this unit.

A. A study of day-care centers and other kinds of child-care facilities in a unit on child development.

B. Activities by which students would learn ways to make homemaking less time consuming in areas such as management and housekeeping. food selection and preparation, and care and purchasing of clothing.

C. In a unit on marriage, include these questions as well as others, on a list of questions that couples should discuss before deciding on marriage.
---Should the wife work? while children are preschoolers? when children are in school?
---Would he finance her education if she wanted to return to school after the children were older?
---If she works would he help with
cleaning? cooking? shopping? washing dishes? laundry? child care?
---If she works would he take his turn at staying home with the children when they were sick?
---Would he take a year or more off from work and stay home with the children when they were under age 3 while she advanced her career?

D. A unit on the changing roles of men and women would be closely related to the concept of dual role.

E. A study of the dual role in relation to the Family Life Cycle in a Family Living class or unit.
---What differences in the problems and adjustments brought on by the dual role would there be in each stage of a family's life cycle?

Learning Experiences, cont.

F. In the unit, What To Do In Case of a Financial Crisis, one of the solutions for several case studies was for mother to go to work. These two units are thus related

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[1] techniques adapted from those by Raths, Harmin and Simon. VALUES AND TEACHING. Columbus, Ohio. Charles E. Merrill Pub. Co. 1966.

[2] technique described in Minahan. "Values in the Home Economics Curriculum." What's New in Home Economics. Vol. 36. February 1972. p. 41.

[3] statistics reported in: Preparation for the Dual Role, University of Kentucky, 1972: Illinois Teacher for Contemporary Roles, Vol XIV, No. 5. May-June 1971: excerpts from talk given by Dean Katherine Burgum, College of Home Economics, North Dakota State University, at 1972 State Vocational Education Conference.

EVALUATION IDEAS

Objectives #1 and #2

A. Conduct a Future-Gazing Session. (Dramatize with a "crystal-ball" if desired.) Students predict what they will be doing 5, 10, 20 and 30 years from now, and they tell what this means in terms of their lives in the present and near future (the next 1-5 years).

NOTE: If students have attained the objectives they will indicate that at some time during their life they will probably have a dual role and will need to prepare for it.

B. Given a list of concepts which could be included in future home economics classes and which contains both concepts which would be helpful in managing the dual role and concepts that would not contribute toward managing the dual role, when the student is asked to choose those which he thinks will be most useful to him in future years, he chooses those which would be most helpful in managing the dual role.

Objective #3

Given case studies, each of which manipulates a factor which could affect the successful management of the dual role, the student indicates whether the dual role would probably be managed successfully and supports his answer. The case studies and directions are included in App. VII-n. The key is below.

KEY:

1. No, the husband is not willing to share the responsibilities of the home.
2. No, the family members do not share the responsibilities of the home.
3. No, the husband does not have a positive attitude about his wife working.
4. Yes, the husband shares the responsibilities of the home.
5. Yes, the problem of child-care was satisfactorily solved.
6. No, the problem of keeping the home clean was not satisfactorily solved.
7. Yes, Mrs. Jones is happy with her job and as far as we know there are no problems which have not been solved.
8. No, Mrs. Smith seems unhappy as do her children and her job seems to take more time than she has for it: this problem has not been solved in any way.
9. No, Mrs. Kaiser has not solved her problems satisfactorily.
10. No, Mrs. Barclay has not solved her problems satisfactorily.

Objective #4

Answers to question #4, Learning Activity A or B, Stage II, Objective 4, p. 69.

Objective #5

Completion of the Value Sheet, App. VII-o.

IDEAS FOR:

Work Experience:

A. Learning Activity G, Objective 3, Stage II, p. 68.

B. Learning Activity C, Objective 3, Stage II, p. 68.

C. Quest Ideas A-D, next page.

IDEAS FOR:

FHA:

A. Panel discussion of the dual role. (Learning Activity B, Objective 3, Stage II, p. 68.

B. A guest speaker who is an employer of women speaking on working women from the employer's point of view.

NOTE: The teacher would want to be sure to select soneone who is in favor of women working outside the home and does not feel that a "woman's place is in the home." This speaker's talk would probably be about employment in general bringing out ideas such as qualities desired in an employee, what he looks for in an interview, etc. and as part of his talk could bring out the necessity of leaving family problems at home and devoting working hours to work.

Quest:

A. Investigate the availability of part-time employment for women in your community. Include jobs for pay women can do at home.

Interview a superintendent or other employer of women to find out what he thinks about hiring two women part time for one full-time job.

B. Conduct a job analysis of homemaking to discover what homemaking is in your community. To do this:
List as many homemaking tasks as you can (40 were listed for one study) and ask homemakers to rate these tasks as to importance, difficulty, frequency and time spent in performance. If there are enough homemakers in each group, ratings of employed and non-employed homemakers could be compared.

C. Conduct a job analysis, as described in Activity B above, to compare the demands of the job of a father and/or husband to the demands of a mother and/or wife.

D. Find out what it costs a wife to work. Determine what extra expenses a woman might incur and calculate the actual costs of these expenses based on costs in your community. (Extra expenses might be child care, domestic help, food--eat out more often and use more convenience foods, clothing, transportation, grooming.) (Reference: Neal, Charles. Sense With Dollars. Dolphin Books, Doubleday & Co. Inc., Garden City, NY 1968.)

E. Debate the following issues:
1. Women should marry young and have their children and then go on for education and work.
2. Mothers should be at home to care for babies and toddlers, even if they are trained for jobs outside the home.

F. The statement has been made that "Marriage as it is now structured could hardly be better for men but it's not all that great for women." (Bernard & Chilman, Journal of Home Economics. 62:576. October 1970.)
Devise ways of structuring marriage which would not impose such disabilities on women.

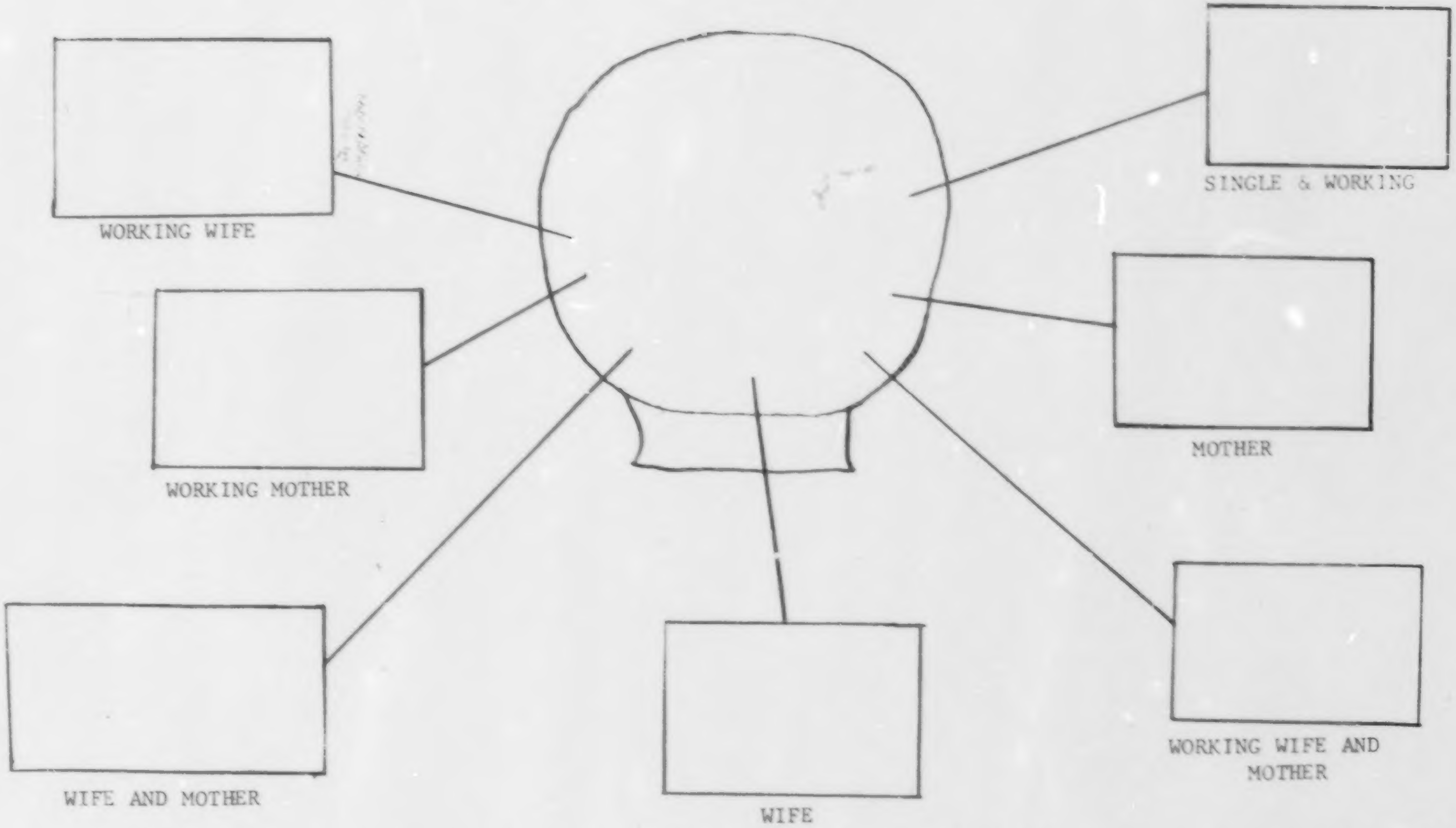
IDEAS FOR:

G. Develop a division of labor for the Jones family described below based on daily, weekly, and monthly periods. The plan should include specific chores for all members.

The Jones family includes a father who works all day, a mother who works and must leave the house at 8:30 a.m. and returns at 5:30 p.m. and three children a boy 7, a girl 12 and a boy 15. They own a three bedroom home. The family wants to eat no later than 6:30 p.m.

Variation: Do the same for a family which consists of mother, father and one or two pre-school children.

PICTURE YOURSELF IN THE FUTURE



DIRECTIONS: Use pictures or combinations of pictures to illustrate the various alternatives. Yarn could be used to connect the pictures to the "crystal ball." This could be adapted for use in a co-ed class by includin pictures of role possibilities for men.

PRETEST

Preparation for the Dual Role

Directions: In the space before each phrase write an (X) if the statement is true and an (0) if the statement is false.

X 1. The role of most women today is no longer that of full-time homemaker.

0 2. The only dual role situation is that of homemaker-wage earner.

X 3. Some families adjust very well to a mother's working, while in others it may cause serious family problems.

X 4. The success or failure of the dual role situation depends on the responsibilities each family member is willing to assume.

X 5. The dual role will necessitate a change in how a family solves its problems.

0 6. The provision for child care is a minor consideration in deciding whether or not the mother should work.

X 7. A knowledge of time and energy saving techniques would be very valuable to the dual role homemaker.

0 8. There will be no extra clothing expenses for purchases or clothing care when the homemaker starts to work.

0 9. Only women have a dual role.

X 10. I will probably work for a greater portion of my adult life (20-25 years.)

X 11. A woman may do a better job as a mother if she is happy working than if she stayed home all day and was unhappy.

0 12. Children need full-time mothers.

0 13. Everyone should have a dual role.

X 14. Being prepared for a dual role is a good idea.

X 15. A person can begin to prepare in high school for a dual role.

Questions 1-8 taken from: Preparation for the Dual Role, Univ. of Kentucky, 1972

CASE STUDY FOR PRE-TESTING

Barbara works as an executive secretary for the president of a local company. When the family consisted of only Barbara and her husband Hal, life went smoothly. Housekeeping chores weren't excessive in their apartment and occasionally Hal would fix a meal or they ate out. Life became more complicated with the arrival of their son Matthew. Barbara took six months off from her job when Matthew was born. They found a sitter for him and are very pleased with the arrangements. However, Barbara began to feel more and more put out with her increasing work load. There was more laundry and more cleaning now that Matthew is a busy toddler and gets into everything. It's harder to eat out with a child who needs to be in bed at 7:30 p.m. Barbara found herself facing a sink full of dirty dishes after giving Matthew his bath and putting him to bed while Hal relaxed, watching TV, reading or bowling with the fellows. Barbara and Hal talked this problem over and decided that Hal should share the workload with Barbara. They drew up a schedule and now share all household and child care responsibilities 50-50.

Key:

What attitudes do you detect from students' reactions?

---Do they reject the dual role saying Barbara should stay home? (It was not said whether Barbara's income was needed by the family.)

---Do they say adjustments should be made such as part-time work (is this possible?), extra help at home (feasible expense-wise?), etc. (Does Barbara have as much right as Hal to work?)

---Do they accept the idea of Hal and Barbara sharing the workload?

ATTITUDE QUESTIONNAIRE

IN THE FOLLOWING QUESTIONS MOTHER IS USED TO REFER TO A WOMAN WITH CHILDREN AT HOME.

1. I feel that

   a. a mother's place is in the home regardless of the financial situation of the family.
   b. a mother's place is in the home if the family is financially well off.
   c. it is all right for a mother to work part time to improve the financial situation of the family.
   d. it is all right for a mother to work full time to improve the financial situation of the family.
   e. it is all right for a mother to work if she wants to, regardless of the financial situation of the family.

2. Working mothers are

   a. a great deal more concerned with their personal appearance than nonworking mothers.
   b. somewhat more concerned with their personal appearance than nonworking mothers.
   c. equally as concerned with their personal appearance as nonworking mothers.
   d. somewhat less concerned with their personal appearance than nonworking mothers.
   e. a great deal less concerned with their personal appearance than nonworking mothers.

3. A mother who works outside the home is likely to cause

   a. a major improvement in the emotional adjustment of her children.
   b. a slight improvement in the emotional adjustment of her children.
   c. no emotional adjustment problems for her children.
   d. a few emotional adjustment problems for her children.
   e. many emotional adjustment problems for her children.

4. Spending most of your time taking care of your home and family can be

   a. a delightful experience.
   b. a challenge.
   c. a full-time job.
   d. unfulfilling.
   e. a bore.

5. Mothers who work outside the home tend to have attitudes toward children and motherhood which are

   a. a great deal more favorable than those of nonworking mothers.
   b. somewhat more favorable than those of nonworking mothers.
   c. equally as favorable as those of nonworking mothers.
   d. somewhat less favorable than those of nonworking mothers.
   e. a great deal less favorable than those of nonworking mothers.

from: Illinois Teacher for Contemporary Roles. Vol. XIV. No. 5. May-June, 1971. pp. 240-247.

6. The number of divorces among mothers who work outside the home is

   a. a great deal lower than among nonworking mothers.
   b. somewhat lower than among nonworking mothers.
   c. equal to that among nonworking mothers.
   d. somewhat higher than among nonworking mothers.
   e. a great deal higher than among nonworking mothers.

7. Mothers who work outside the home should expect their teen-agers to assume

   a. nearly all of the housekeeping responsibilities.
   b. a large number of housekeeping responsibilities.
   c. an equal share of the housekeeping responsibilities.
   d. a small number of the housekeeping responsibilities.
   e. none of the housekeeping responsibilities.

8. Being a successful housewife and mother is

   a. the dream of every girl.
   b. all that a girl should want out of life.
   c. only part of a girl's plans for life.
   d. not very satisfying.
   e. not enough out of life for the average girl.

9. Mothers who work outside the home as compared to mothers who do not work outside the home spend

   a. a great deal less time with the family in recreation activities.
   b. somewhat less time with the family in recreation activities.
   c. an equal amount of time with the family in recreation activities.
   d. somewhat more time with the family in recreation activities.
   e. a great deal more time with the family in recreation activities.

10. Mothers who work outside the home are likely to be

    a. a great deal neater in their housekeeping than nonworking mothers.
    b. somewhat neater in their housekeeping than nonworking mothers.
    c. equally as neat in their housekeeping as nonworking mothers.
    d. somewhat less neat in their housekeeping than nonworking mothers.
    e. a great deal less neat in their housekeeping than nonworking mothers.

11. Mothers who do not work outside the home tend to show

    a. a great deal more interest in their children's school work than do mothers who work outside the home.
    b. somewhat more interest in their children's school work than do mothers who work outside the home.
    c. interest in their children's school work equal to that of mothers who work outside the home.
    d. somewhat less interest in their children's school work than do mothers who work outside the home.
    e. a great deal less interest in their children's school work than do mothers who work outside the home.

12. The children of mothers who work outside the home are

a. a great deal more likely to become juvenile delinquents than children of nonworking mothers.
b. somewhat more likely to become juvenile delinquents than children of nonworking mothers.
c. equally as likely to become juvenile delinquents as children of nonworking mothers.
d. somewhat less likely to become juvenile delinquents than children of nonworking mothers.
e. a great deal less likely to become juvenile delinquents than children of nonworking mothers.

13. When there are children in the family, I believe that

a. almost all husbands prefer that their wives not work outside the home.
b. about 80 percent of all husbands prefer that their wives not work outside the home.
c. about 60 percent of all husbands prefer that their wives not work outside the home.
d. about 40 percent of all husbands prefer that their wives not work outside the home.
e. about 20 percent of all husbands prefer that their wives not work outside the home.

14. A mother should work outside the home

a. only in the case of extreme financial necessity (to buy food).
b. to be able to purchase modern conveniences (a dishwasher).
c. to be able to provide family entertainment (movies, etc.).
d. to improve her standard of living (move to a better neighborhood).
e. to buy luxuries (summer home, mink coat, etc.).

15. Mothers should not work outside the home until their children are old enough to be in

a. day-care centers (nursery schools).
b. elementary school.
c. junior high school.
d. high school.
e. college.

16. I believe that a mother who does not work outside the home spends

a. a great deal more time doing things with her children than a working mother does.
b. somewhat more time doing things with her children than a working mother does.
c. about the same amount of time doing things with her children as a working mother does.
d. somewhat less time doing things with her children than a working mother does.
e. far less time doing things with her children than a working mother does.

17. Working mothers tend to

a. prepare attractive, nutritious meals for their families.
b. prepare somewhat attractive, fairly nutritious meals for their families.
c. open a few cans without much concern for nutrition.
d. rely on sandwiches and TV dinners without concern for nutrition.
e. expect each person to prepare his own food without any concern for nutrition.

18. A mother who does not work outside the home is

a. a great deal easier to discuss your problems with than a mother who does work.
b. somewhat easier to discuss your problems with than a mother who does work.
c. equally as easy to discuss your problems with as a mother who does work.
d. somewhat less easy to discuss your problems with than a mother who does work.
e. a great deal less easy to discuss your problems with than a mother who does work.

IN THE FOLLOWING QUESTIONS WIFE IS USED TO REFER TO A MARRIED WOMAN WHO DOES NOT HAVE CHILDREN, OR ALL CHILDREN ARE AWAY FROM HOME.

19. I feel that

a. a wife's place is in the home regardless of the financial situation of the family.
b. a wife's place is in the home if the family is financially well off.
c. it is all right for a wife to work part time to improve the financial situation of the family.
d. it is all right for a wife to work full time to improve the financial situation of the family.
e. it is all right for a wife to work if she wants to, regardless of the financial situation of the family.

20. Most husbands would prefer their wives to spend free time

a. working for a salary.
b. doing volunteer community work.
c. playing bridge.
d. reading.
e. watching television.

21. Working wives are

a. a great deal more concerned with their personal appearance than nonworking wives.
b. somewhat more concerned with their personal appearance than nonworking wives.
c. equally as concerned with their personal appearance as nonworking wives.
d. somewhat less concerned with their personal appearance than nonworking wives.
e. a great deal less concerned with their personal appearance than nonworking wives.

22. Spending most of your time taking care of your home and husband can be

a. a delightful experience for a wife.
b. a challenge for a wife.
c. a full-time job.
d. unfulfilling.
e. a bore.

23. A majority of husbands view working wives as

a. very threatening to their masculinity.
b. mildly threatening to their masculinity.
c. having no effect on their masculinity.
d. mildly strengthening to their masculinity.
e. very strengthening to their masculinity.

24. The number of divorces among wives who work outside the home is

a. a great deal lower than among nonworking wives.
b. somewhat lower than among nonworking wives.
c. equal to that among nonworking wives.
d. somewhat higher than among nonworking wives.
e. a great deal higher than among nonworking wives.

25. Wives who work outside the home as compared to wives who do not work outside the home are

a. a great deal more likely to wear the latest fashions.
b. somewhat more likely to wear the latest fashions.
c. equally likely to wear the latest fashions.
d. somewhat less likely to wear the latest fashions.
e. a great deal less likely to wear the latest fashions.

26. Wives who work outside the home tend to be

a. a great deal less aware of current events than those wives who do not work outside the home.
b. somewhat less aware of current events than those wives who do not work outside the home.
c. equally as aware of current events as those wives who do not work outside the home.
d. somewhat more aware of current events than those wives who do not work outside the home.
e. a great deal more aware of current events than those wives who do not work outside the home.

27. Wives who work outside the home tend to provoke

a. far less quarrels with their husbands than do nonworking wives.
b. somewhat less quarrels with their husbands than do nonworking wives.
c. the same amount of quarrels with their husbands as do nonworking wives.
d. few more quarrels with their husbands than do nonworking wives.
e. many more quarrels with their husbands than do nonworking wives.

28. Wives who work outside the home generally have

a. many more friends than wives who do not work.
b. a few more friends than wives who do not work.
c. an equal number of friends as women who do not work.
d. a few less friends than women who do not work.
e. many less friends than women who do not work.

29. How often should working wives expect their husbands to assume a share of the housekeeping responsibilities?

a. Never.
b. Only when she is sick.
c. When he feels like helping.
d. Weekends.
e. Daily.

30. When a wife chooses to work outside the home, her husband's self-concept is

  a. greatly strengthened.
  b. somewhat strengthened.
  c. unaffected.
  d. somewhat lowered.
  e. greatly lowered.

31. Wives who work outside the home are likely to spend

  a. a great deal more money for personal grooming than do nonworking wives.
  b. somewhat more money for personal grooming than do nonworking wives.
  c. an amount of money for personal grooming equal to that of nonworking wives.
  d. somewhat less money for personal grooming than do nonworking wives.
  e. a great deal less money for personal grooming than do nonworking wives.

32. Wives who work outside the home are

  a. a great deal neater in their housekeeping than nonworking wives.
  b. somewhat neater in their housekeeping than nonworking wives.
  c. equally as neat in their housekeeping as nonworking wives.
  d. somewhat less neat in their housekeeping than nonworking wives.
  e. a great deal less neat in their housekeeping than nonworking wives.

33. The trend for more wives to work outside the home tends to be

  a. very desirable for most women.
  b. somewhat desirable for most women.
  c. desirable for most women.
  d. undesirable for most women.
  e. very undesirable for most women.

34. I believe that

  a. almost all husbands prefer that their wives not work outside the home.
  b. about 80 percent of all husbands prefer that their wives not work outside the home.
  c. about 60 percent of all husbands prefer that their wives not work outside the home.
  d. about 40 percent of all husbands prefer that their wives not work outside the home.
  e. about 20 percnet of all husbands prefer that their wives not work outside the home.

35. How often should wives who do not work outside the home expect their husbands to assume housekeeping responsibilities?

  a. Never.
  b. Only when she is sick.
  c. When he feels like helping.
  d. Weekends.
  e. Daily.

36. A wife should work outside the home

  a. only in the case of extreme necessity (to buy food).
  b. to be able to purchase modern conveniences (dishwasher).
  c. to be able to provide family entertainment (movies, etc.).
  d. to improve her standard of living (move into a better neighborhood.
  e. to buy luxuries (summer house, mink coat, etc.).

GUIDE FOR SCORING THE QUESTIONNAIRE

The responses to questions numbers 2, 3, 5, 6, 10, 15, 17, 20, 21, 24, 25, 27, 28, 30, 31, 32, 33, and 35 are assigned the following values:

A - 5
B - 4
C - 3
D - 2
E - 1

The responses to questions numbers 1, 4, 7, 8, 9, 11, 12, 13, 14, 16, 18, 19, 22, 23, 26, 29, 34, and 36 are assigned the following values:

A - 1
B - 2
C - 3
D - 4
E - 5

Teachers may want to look at student responses to particular questions or average the response values for each person for comparison in some meaningful way. Mean scores can be compared according to sex, grade levels, age groups, and other ways.

IS THE DUAL ROLE FOR ME?

Part I: Answer each of the following questions by placing a check under either yes or no.

	YES	NO
1. I do not plan to marry and will work during my adult life whether or not I am responsible for the support of children.	______	______
2. If I marry or when I marry, I still plan to continue working even though I may have children.	______	______
3. If or when I marry, I will not work while our children are small, but when they are old enough for school I will work again.	______	______
4. Although I may leave the labor force for a time, I may return again when I become responsible for the support of my children.	______	______
5. If or when I marry I will not work while our children are living at home, but once they leave home I will return to work again.	______	______
6. I will work for awhile after high school or after obtaining further schooling and, if or when I marry, until our first child is born, but after that I will not work anymore.	______	______
7. I will work for awhile after high school or further schooling and if or when I marry I will quit working for good.	______	______
8. I do not plan to work at all but will get married as soon as I finish my schooling.	______	______

Part II. If you plan to marry, answer the following questions.

1. How old do you think you'll be when you get married? ______
2. How old do you think you will be when your first child is born? ______
3. How many children do you plan to have? ______
4. How old do you think you will be when your last child enters school? ______
5. How many years will there be between the time your last child enters school and you reach the age of 65? ______
6. How many years will there be between the time your last child finishes high school and you reach the age of 65? ______
7. Do you want to change any of your answers to the questions in Part I? If so, do so now.

NOTE: This device could be answered by boys by having them answer according to what they want their future wife, if they plan to marry, to do.

WORKING WOMEN

Directions:
When we read or study we are usually trying to get meanings or ideas. In other words, we are trying to "interpret" or "to draw inferences" from the data. This is an exercise to see how well you can draw inferences or make interpretations from facts which are presented to you. These facts, which relate to working women, are presented in the form of three graphs. Below are twenty questions which might be called "interpretations" or "inferences" drawn from the facts. Study the graphs and each of these interpretations below very carefully and answer the questions according to the standards below.

Is the interpretation so fully supported by the facts given that you could say that it was true? If so, place a T in the blank before the statement.

Is the statement supported by the facts given to the extent that you could say it was probably true? If so, place a PT in the blank before the statement.

Is the statement one for which the facts given are very insufficient, making it impossible for you to judge it one way or the other. It might be true or false but you cannot judge this from the data given. If so, place an ID in the blank before the statement.

Do the facts which are given suggest that the statement is probably false? If so, place a PF in the blank before the statement.

Do the facts which are given contradict the statement so that you can say it is false? If so, place an F in the blank before the statement.

Graph No. 1:

______1. By 1980 the number of women working will be double the 1950 figure.

______2. A smaller percentage of the labor force is made up of married women now than in 1955.

______3. The proportion of women in the labor force will continue to rise, with married women accounting for the major share of its increase.

______4. More women are enjoying work than ever before.

______5. Housework is becoming easier through automation so more wives are going to work.

______6. Before 1950 more than 50% of working women were married.

______7. In 1965, less than 50% of the women who worked were married.

______8. A greater percentage of women are getting married now than married in 1950; that is why married women now make up a larger share of the labor force than they did in 1950.

Graph No. 2:

______ 9. It is becoming more acceptable for mothers with pre-school age children to work than it used to be.

______10. Eventually women with children under 18 will participate in the labor force in as great a rate as women with no children under 18.

______11. In the early part of the 20th century women with school-age children made up a substantially greater portion of the work force than did women without school-age children than is true today.

______12. Since 1948, women with children under 6 have been joining the labor force at a faster rate than women with children under 18.

______13. Day-care centers are a pressing need in this country.

______14. More arrangements for the care of pre-school children will be necessary in the future than now.

______15. Eventually, as many women as men will be working.

______16. In the future greater numbers of mothers will work than are now employed.

Graph No. 3:

______17. In each income category married women who work contribute about ½ or more of the family income.

______18. Families with incomes over $15,000 do not need the wife's income as much as do families whose median income is in the $10,000 to $14,999 bracket.

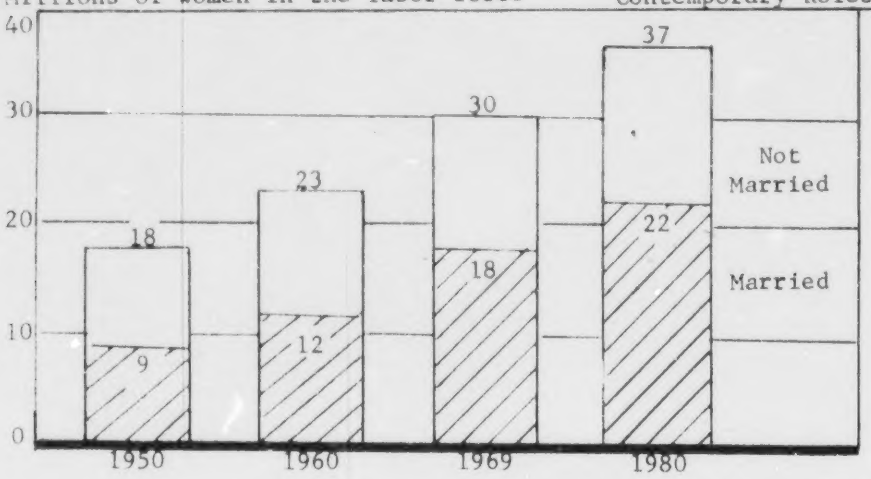
______19. Working wives make an insignificant contribution to their families' incomes.

______20. More wives work from families where the income is below $5,000 yearly than from families that earn over $10,000 a year.

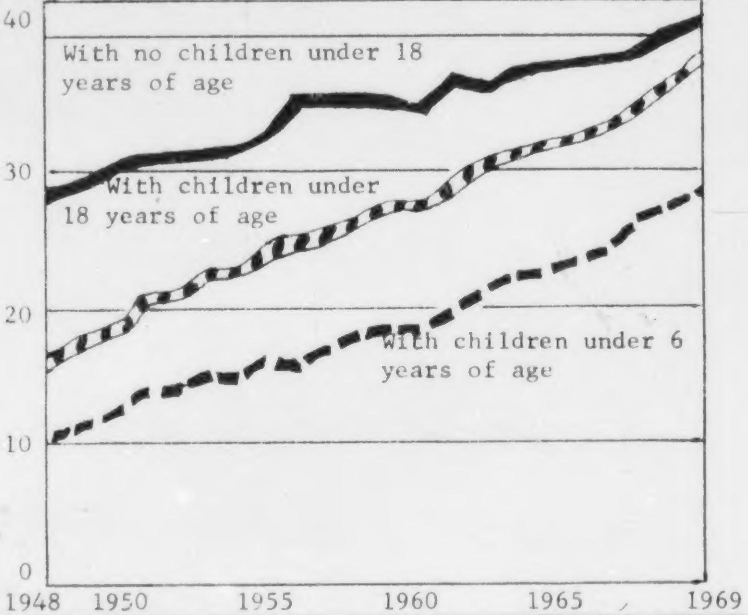
WORKING WOMEN

from: Illinois Teacher for Contemporary Roles. Vol. XIV. No. 5. May-June, 1971.

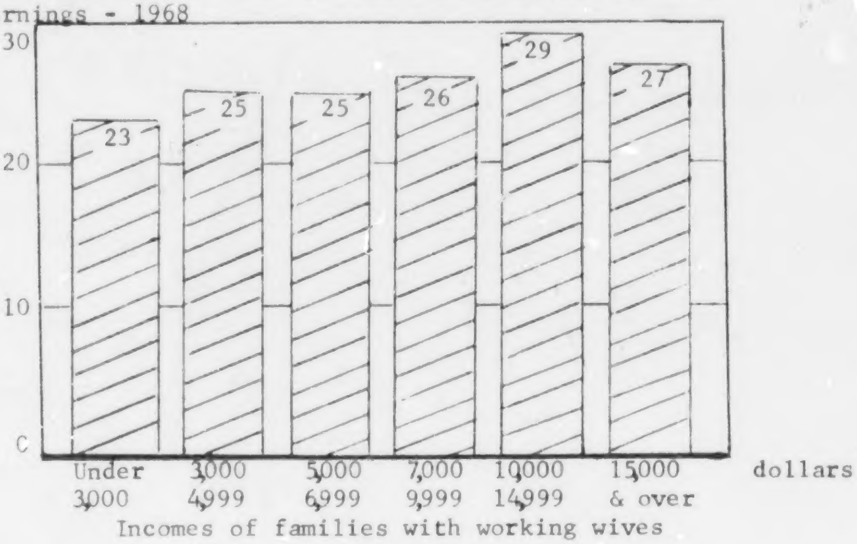
Millions of women in the labor force



Labor force participation rate of married women, husband present



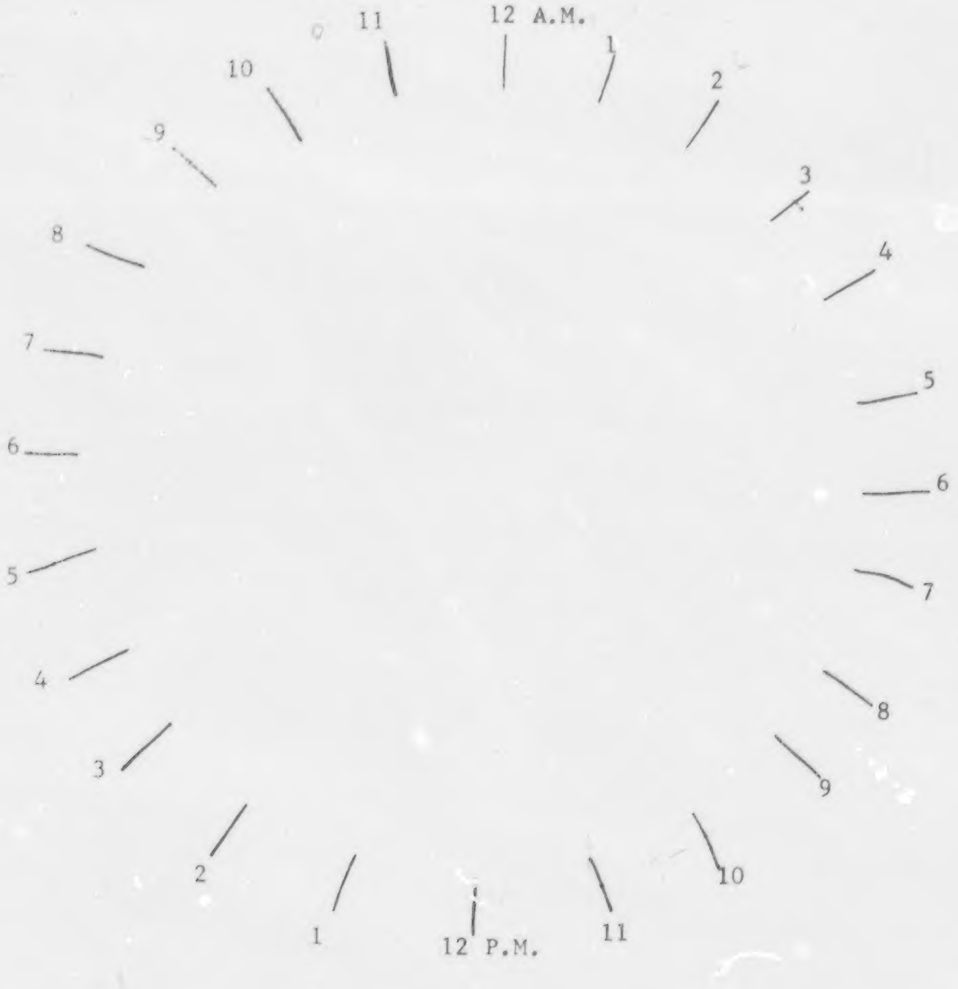
Median percent of family income contributed by wives' earnings - 1968



KEY - WORKING WOMEN

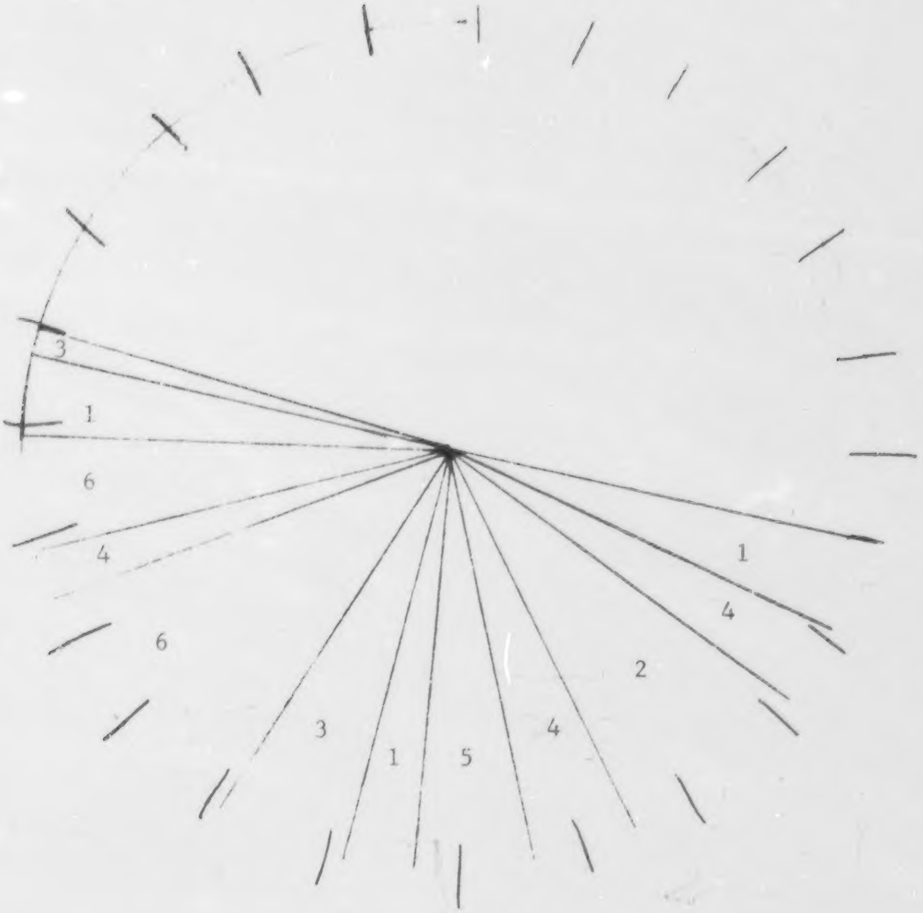
1. T, because it compares one part of the data with another.
2. F, contradicts a given trend.
3. PT, goes slightly beyond the facts but is consistent with what is known.
4. ID, data does not show "enjoyment."
5. ID, assigns cause.
6. PF, goes slightly back from the facts and is inconsistent with the data.
7. PF, involves points not established but within the data which are inconsistent with the trend.
8. ID, assigns cause.
9. ID, data does not show "acceptability."
10. PT, goes slightly beyond the facts but is consistent with what is known.
11. PF, goes slightly back from the facts and is inconsistent with what is known.
12. F, summarizes data falsely.
13. ID, assigns implications.
14. PT, draws conclusions on the basis of adequate sampling.
15. ID, extrapolate too far beyond the data.
16. PT, goes slightly beyond the facts and is consistent with all that is known.
17. T, summarizes data.
18. ID, data do not show if income is "needed."
19. PF, contradicts conclusions reached on the basis of adequate sampling.
20. ID, data do not show numbers of wives working in each income category.

START WITH A 24-HOUR DAY



taken from: Preparation for the Dual Role, University of Kentucky, 1972, p. 75

HOW URBAN WOMEN USE TIME



1.	Food preparation, clean up	2.3 hrs./day	4.	Family care	1.9 hrs./day
2.	House care	1.6 hrs./day	5.	Family finance, marketing, management	1.0 hrs./day
3.	Clothing care	1.3 hrs./day	6.	Leisure	3.9 hrs./day
				Total	12.0 hrs./day

taken from: Preparation for the Dual Role, University of Kentucky, 1972, p. 77.

ALTERNATIVE POSITIONS ON THE DUAL ROLE

Double Role

The classic definition of the dual role is "double job for women." It is based on the theory of "gender identity." Each sex is believed to have unique, inherent capabilities that are biologically determined. Accordingly, role functions are defined by sex, and homemaking tasks are supposed to belong in the distaff domain. This theory also carries the Freudian assumption that egos are damaged when sexes cross role boundaries; but actually, in partiarchal societies, it is the male ego which is the predominant concern. In most western cultures, the gainfully employed (and dutiful) female must do two jobs--at home for free and away for pay. Her spouse is entitled to assume a single role because he is a male, his pay check is higher, his job has more prestige, and/or his occupational responsibilities are more taxing.

Duel Role

Stresses in family living have brought forth an interpretation of the dual role which is merely a matter of vowel substitution--duel role. According to this negative point of view, home is the setting for an endless drama in which male and female task performers experience either inner conflicts or outright interpersonal clashes about their home responsibilities. There is constant confusion concerning "who does which homemaking tasks and how often." Often the wife's employment is a threat to smooth-functioning home life. She has to connive in order to convince her chauvinist spouse and her children that if she works full time outside the home, they should help with the housework. Whatever assistance she receives from husband or children may be the result of a continuous hassle.

Duo Role

This position completely disclaims gender identity. It operates on the "T-principle"--togetherness. As a team, male and female tackle homemaking tasks together. Not only do both sexes share household responsibilities equally, but task differentiation between them is non-existent. Each partner is reasonably competent to handle all types of home duties.

Divided Role

The position which recognizes individual differences in abilities and preferences of family members is the divided role. Here each person contributes separately (but not necessarily equally) according to his or her qualifications. Tasks performed by male and female are dovetailed in order to get the homemaking job done.

Discretionary Role

In this case, roles assumed by family members are based upon values. It is recognized that there are alternatives in styles of living and that working couples are free to choose which style suits them best. (Hopefully, husband and wife would have similar values.)

Taken from: Hackett. Dual-Role Double Talk. Illinois Teacher for Contemporary Roles. Vol. XIV, No. 5. May-June 1971. pp. 210-212.

WHY WORK???

Directions: Read the list of needs for a man or a woman to work. Place a check (✓) next to this need if this is why you (or your wife) would work as a student, as a wife or mother, or as the head of a family.

NEEDS	AS STUDENT (now)	AS WIFE	AS MOTHER	AS HEAD OF FAMILY
1. To support the family completely.				
2. To add to the family's income in order to buy what the family needs.				
3. To add to the family's income in order to decrease the family's worry about money.				
4. To add to the family's income in order to have more things which are not really needed.				
5. To have income for yourself which you can spend as you like.				
6. To get away from home.				
7. To use a special training which is in demand.				
8. Everyone else does it.				
9. To not be lonely.				
10. To have something interesting to do.				
11. To do something that you like.				
12. Others: (list)				

taken from: Preparation for a Dual Role: Homemaker-Wage Earner. Julia I. Dalrymple, Phyllis R. Lowe, and Helen Y. Nelson. Resource Curriculum Materials developed as part of a Home Economics Research Project.

HOUSEKEEPING: FAMILY RECORD

Is mother employed outside the home? __________

Directions: In the Day column, list the family member who did the job that day and the approximate time that it took him. Do this for _____ days.

Job and Description Days	1	2	3	4	5	6
Meal Preparation (table setting, cooking, serving each meal of the day)						
Dishwashing (the whole cycle from clearing table to cleaning sink, counters)						
Physical Care of Children (all physical care including help with homework and chauffering, but not just playing with or checking on them)						
Clothes Washing (gathering, sorting, spot removing, washing, rinsing, drying)						
Ironing (sprinkling, ironing, folding, putting away)						
General Weekly Cleaning						
Floor Care (washing, waxing)						
Bed-making						
Taking Out Trash						
Cutting Grass						

taken from: Preparation for a Dual Role: Homemaker-Wage Earner. Julia I. Dalrymple. Phyllis R. Lowe, and Helen Y. Nelson. Resource Curriculum Materials developed as part of a Home Economics Research Project.

CASE STUDIES

When Paul was 15 years old he described his future wife. She will stay home and take care of our kids, cook good meals, and keep the house clean. I will earn an income large enough to support my family. Paul went to tech school where he met Ann who was enrolled in a dental technician's course. They married shortly after both began working. Ann thoroughly enjoyed her job. By the age of 25 Paul and Ann had acquired a home with a mortgage, a boat they had purchased the past summer, and two children, Dennis age 3 and Cindy age 10 months. Ann was still working because she enjoyed her job and her income enabled them to buy some extras like the boat. Paul didn't mind Ann working. He pitched in and helped with chores around the house and caring for the children.

Norma was 18. She looked forward to a husband, children, and a home of her own. She did not want to work after her children were born, believing that children needed their mother at home. By age 30 Norma had three children and was divorced. Although she received child support payments, she still had to work to support her family in a way she felt was adequate. Since she had no advanced training, she could not get a very high paying job, so she was enrolled in a correspondence course to increase her job skills.

1. What were Paul's--Norma's values at age 15--18?
2. What were Paul's--Norma's values at age 25--30?
3. How and why did their values change?
4. What does this mean in terms of your own life?

DUAL ROLE DECISIONS

A number of young women were interviewed and asked the question, "Under what conditions would you consider being both a wage earner and a homemaker?" These are their replies.

1. "I wouldn't consider not working. I enjoy my job and desire and deserve to work as much as my husband does. Homemaking is not time consuming or fulfilling enough for me. Even if I have children, I do not have to be home full time to be a good mother."
2. "I would work outside my home if my husband's income did not provide an adequate living."
3. "I would work outside my home if my husband's income wasn't enough to buy luxuries for my family."
4. "I wouldn't work outside my home, but I would consider working at home to increase my family's income."
5. "I would work if we needed money for our retirement."
6. "I would work to have enough money to send my children to college."
7. "I would work if my family needed the things my income would buy."
8. "I would work only if I had to support my family--if I were widowed or divorced or if my husband could not work anymore."
9. "I would like to work part time. I enjoy my job and don't feel homemaking is a full time job. But I enjoy homemaking too and don't feel I could do justice to both a full time job and the job of homemaker and mother."
10. "I would not consider working at all if I have children. My children need me at home."
11. "Since I don't plan to have children, I will work during my adult life."
12. "I do not plan to marry and so will work to support myself."
13. "I would not work if I had children even if I was the sole support of them. I'd go on welfare."

WHAT VALUES AND ASSUMPTIONS ARE IMPLIED IN EACH OF THESE ANSWERS?

EVALUATION DEVICE

Directions: Below are 10 case studies describing dual role situations. After each situation indicate whether or not the people involved will probably manage the dual role successfully by checking either yes or no and give a reason to support your decision. If you feel the person will not manage a dual role successfully, give at least three suggestions as to what the people involved could do to better manage the situation.

1. Linda and Mike have been married for three years. Linda is 20 and Mike is 21 years of age. They are the parents of a little girl, Beth, who is nearly two and a half years old. Linda was pregnant at the time of their marriage, so they never had time to discover and discuss their values and goals before marriage. Linda quit school in the middle of her senior year in high school to have the baby. Mike, who had graduated the year before, got a job in a local department store as a sales clerk. Because they do not know how to manage their money, and partly because Mike's salary is so low, they have trouble with a collection agency concerning overdue bills. Linda wants to find a job. She realizes that her salary will probably not be high because she has not finished high school. Linda also knows that someone will have to be hired to watch Beth. Mike, on the other hand, refuses to help with the housework. He says it is a woman's job. He agrees with Linda's working, so long as she keeps the apartment clean, the baby well cared for, and has the meals on time.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

2. Mrs. Johnson, the mother of three children, ages 7, 9, and 12, is a nurse and employed at the local nursing home. She gets home at 4:30 in the afternoon and finds her children either watching TV or playing with friends. Their school books and toys are scattered throughout the house. After returning home Mrs. Johnson prepares dinner for her family and then begins her housekeeping duties without any help from her family.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

3. Mrs. Ryan has a job in a local factory. She can now buy many extras for her family. Mr. Ryan is unhappy with her decision to work. He feels a wife's place is in the home and his income should support the family.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

4. Mr. Snyder likes to cook. Since he gets home from work an hour before his wife, he usually starts to prepare their dinner.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

5. When Mrs. Fraser wanted to return to work, Susan was only 18 months old so they had to find someone to care for her. Mrs. Fraser's neighbor volunteered to care for Susie in her home. The neighbor's children are nearly grown and she had plenty of time to care for Susie. The arrangement seems to be working out very well.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

6. When Mrs. Hunter returned to work, she found she did not have time to keep her home as clean as she would like. Her teenage daughter Ann helps her but Mrs. Hunter feels guilty about this because the time Ann could spend on schoolwork and activities is then limited.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

7. Mrs. Jones, the mother of a 9 year-old daughter, Karen, works as a clerk in a department store and also manages her duties as housewife/mother. She has employed a sitter who stays with Karen each afternoon after school. When Mrs. Jones comes home from work, she and Karen spend special time together and share their day's experiences. Mrs. Jones is happy and finds that she can now buy extras for the family which her husband's salary alone would not allow.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

8. Mrs. Smith, homemaker/teacher and the mother of 4 lively children, ages 4, 6, 8, and 11, comes home each afternoon and greets her family with a grouchy mumble. Her students have exhausted her patience, and the administration hasn't helped matters. She is always attending meetings after school, spending Saturdays at special school activities, grading papers, and grumbling! Her children are complete wrecks! Her husband has no objections to his wife working, but he is concerned about the happiness of their children.
Will this family probably manage the dual role successfully? ____Yes ____No
Why?

9. Mrs. Kaiser is divorced and has three small children ages 5, 7 and 11. When she works the youngest child goes to a baby sitter while the other two are in school. After school the oldest child picks up the younger and watches both until Mrs. Kaiser comes home at 5:30. After working all day Mrs. Kaiser is tired and grumpy. She feels guilty about leaving her oldest child with so much responsibility and about being so unpleasant, but she feels she must work so the family can live above the bare minimum. The child support checks she receives are not large and neither are her wages so every penny counts. This puts added stress on Mrs. Kaiser.
Will this family probably manage the dual role successfully? _____Yes _____No
Why?

10. Mrs. Barclay was widowed and left with 4 young children. Her husband left enough insurance to provide an income so Mrs. Barclay did not need to work. However, after being at home for several months with 4 small children she found herself becoming increasingly annoyed with the children and hollering at them for many things that had never bothered her before. Feeling the need for more adult interaction, Mrs. Barclay took a job. But she found herself still unpleasant with the children. She'd come home after a long day at work tired and the children would be clamoring for attention and all the housework would be facing her.
Would this family probably manage the dual role successfully? ______Yes ______No
Why?

case studies #1, #7, & #8 taken from: Preparation for the Dual Role, University of Kentucky, 1972.

VALUE SHEET

Below are several paragraphs related to the issue of Dual Role. Select the paragraph that comes closest to your own position and change the wording in it until it represents your thinking as exactly as possible. Or you may write a new position if none of the ones listed is close to the one you prefer. The idea is to get a statement about which you can say, "This is where I now stand." A useful way to decide between alternatives is to identify the consequences of each of the positions and then to decide which set of consequences it is that you prefer to come about. You may, of course, use other sources of information before committing yourself to a position.

NOTE: This value sheet may be adapted for boys by having them choose the position they feel women should take.

1. I wouldn't consider not working. I enjoy my job and desire and deserve to work as much as my husband does. Homemaking is not time consuming or fulfilling enough for me. Even if I have children, I do not have to be home full time to be a good mother.

2. I would work outside my home if my husband's income did not provide an adequate living.

3. I would work outside my home if my husband's income wasn't enough to buy luxuries for my family.

4. I wouldn't work outside my home, but I would consider working at home to increase my family's income.

5. I would work if we needed money for our retirement.

6. I would work to have enough money to send my children to college.

7. I would work if my family needed the things my income would buy.

8. I would work only if I had to support my family--if I were widowed or divorced of if my husband could not work anymore.

9. I would like to work part time. I enjoy my job and don't feel homemaking is a full time job. But I enjoy homemaking too and don't feel I could do justice to both a full time job and the job of homemaker and mother.

10. I would not consider working at all if I have children. My children need me at home.

11. Since I don't plan to have children, I will work during my adult life.

12. I do not plan to marry and so will work to support myself.

13. I would not work if I had children even if I was the sole support of them. I'd go on welfare.